DOCUMENT RESUME

ED 120 241 TM 005 200

AUTHOR	Halpern, Andrew; And Others
TITLE	Social and Prevocational Information Battery. [Includes Test Book, User's Guide, Examiner's Manual, Technical Report, Answer Key, and Class Record Sheet].
INSTITUTION	Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.
SPONS AGENCY	Rehabilitation Services Administration (DHEW), Washington, D.C.
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EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Adolescents; Answer Keys; *Daily Living Skills; *Educable Mentally Handicapped; *Interpersonal Competence; Junior High Schools; Manuals; Senior High Schools; *Social Adjustment; Statistics; Technical Reports; *Tests
IDENTIFIERS	*Social and Prevocational Information Battery

ABSTRACT

The Social and Prevocational Information Battery (SPIB) consists of a series of nine tests designed to assess knowledge of skills and competencies widely regarded as important for the ultimate community adjustment of educable mentally retarded students. The nine areas are purchasing, budgeting, banking, job related behavior, job search skills, home management, health care, hygiene, and functional signs. The tests are orally administered to groups not exceeding 20 persons with a student to adult ratio of 7 to 1 recommended. The response format is true-false or picture selection so that students are not penalized for reading deficiencies. There is one form and one level comprising 277 items. Components include a consumable test book in both-machine scorable and hand-scorable editions; an examiner's manual with answer key; a technical report containing validity and reliability data and reference group information; a user's guide explaining the interpretation and application of test results; and a class record sheet for maintaining records of individual and group progress. Preliminary psychometric properties of the SPIB indicate that it is an effective device for screening, diagnosis, and program evaluation. (RC)

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TEST BOOK

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SOCIAL AND PREVOCATIONAL INFORMATION BATTERY

Developed by Andrew Halpern, Paul Raffeld, Larry K. Irvin, Robert Link
Rehabilitation Research and Training Center
University of Oregon, Eugene

Published by CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940.

CompuScan® EDITION SPIB-S/S

2 SAMPLE ITEMS

TRUE FALSE

1

TRUE FALSE

2

3

4

WAIT

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PURCHASING HABITS 3

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TRUE	7	FALSE
TRUE	8	FALSE
TRUE	9	FALSE
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4

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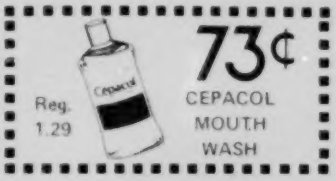

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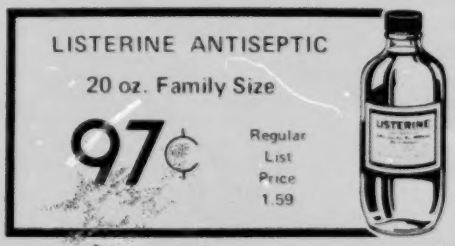

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5

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BUDGETING 5

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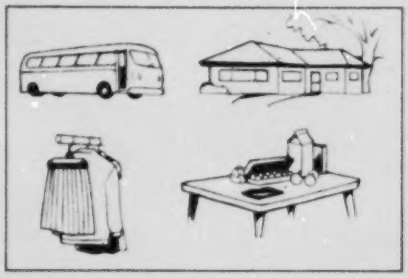
6



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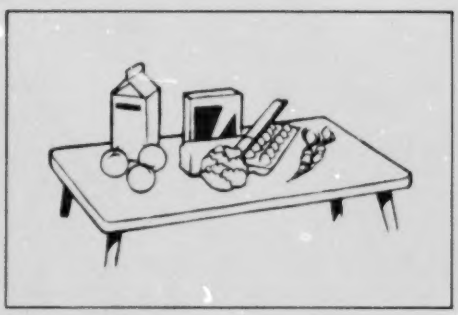

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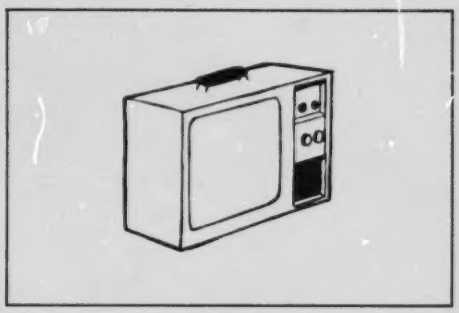

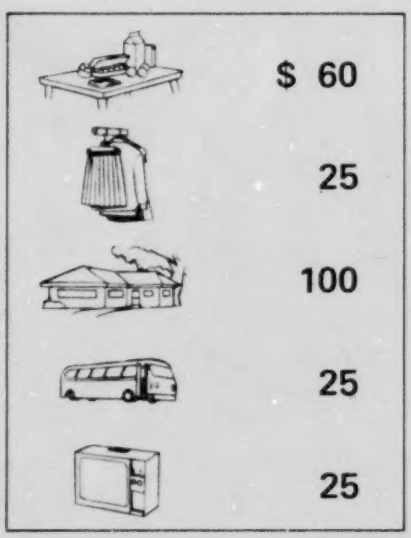

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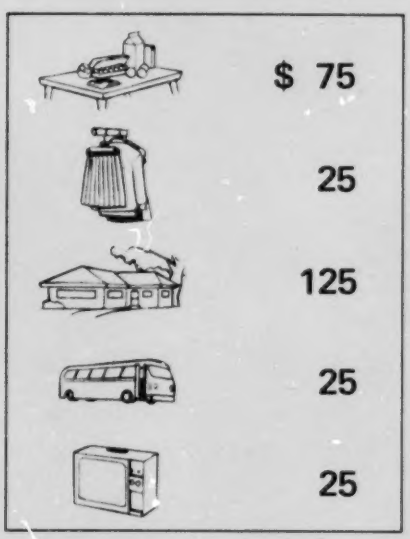

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BANKING 7

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TRUE ○ 2 ○ FALSE	TRUE ○ 11 ○ FALSE	TRUE ○ 20 ○ FALSE
TRUE ○ 3 ○ FALSE	TRUE ○ 12 ○ FALSE	TRUE ○ 21 ○ FALSE
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TRUE ○ 8 ○ FALSE	TRUE ○ 17 ○ FALSE	TRUE ○ 26 ○ FALSE
TRUE ○ 9 ○ FALSE	TRUE ○ 18 ○ FALSE	TRUE ○ 27 ○ FALSE

FIRST NATIONAL BANK
123 Second Avenue
Anytown, U.S.A.

15 74-421/24136

① 19

PAY To The Order of ② $ ③

④ Dollars

Mary K. Smith
265 Fourth St.
Anytown, U.S.A.
649-3214

⑤

⑆121⑈1837⑆ 09480967 ⑈

TRUE ○ 28 ○ FALSE		
TRUE ○ 29 ○ FALSE		
TRUE ○ 30 ○ FALSE		
TRUE ○ 31 ○ FALSE		

WAIT

8 JOB RELATED BEHAVIOR

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WAIT

JOB SEARCH SKILLS 9

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TRUE	11	FALSE	TRUE	25	FALSE
TRUE	12	FALSE	TRUE	26	FALSE
TRUE	13	FALSE	TRUE	27	FALSE
TRUE	14	FALSE	TRUE	28	FALSE

a

Wanted: 16 year-old girl or boy. Must have lawnmower. Be able to work 1 p.m. — 4 p.m. weekends. Contact D. Jones, 1326 Carlton Dr., 241-4913.

TRUE 29 FALSE

TRUE 30 FALSE

b

Wanted: Young person to work as stock clerk in market. Must have experience. Hours, 3 — 5 p.m. weekdays. Call Mr. Ray, 241-8013.

TRUE 31 FALSE

TRUE 32 FALSE

10

WAIT

10 HOME MANAGEMENT

TRUE ○	1	FALSE ○
TRUE ○	2	FALSE ○
TRUE ○	3	FALSE ○
TRUE ○	4	FALSE ○
TRUE ○	5	FALSE ○
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TRUE ○	9	FALSE ○
TRUE ○	10	FALSE ○

TRUE ○	11	FALSE ○
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TRUE ○	26	FALSE ○
TRUE ○	27	FALSE ○
TRUE ○	28	FALSE ○
RUE ○	29	FALSE ○
UE ○	30	FALSE ○

31

TRUE ○ FALSE ○

32

○

○

33

○

○

WAIT

TRUE FALSE
1
TRUE FALSE
2
TRUE FALSE
3
TRUE FALSE
4
TRUE FALSE
5
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6
TRUE FALSE
7
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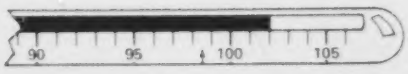
8
TRUE FALSE
9



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24
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25
TRUE FALSE
26
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27
TRUE FALSE
28
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29
TRUE FALSE
30

12 HYGIENE AND GROOMING

TRUE	1	FALSE
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TRUE	7	FALSE
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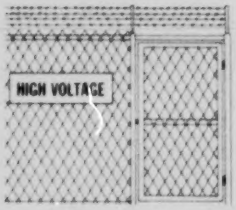
WAIT

FUNCTIONAL SIGNS 13



TRUE FALSE

1

FLAMMABLE

TRUE FALSE

2

TRUE FALSE

3

VACANCY

TRUE FALSE

4

TRUE FALSE

5

TRUE FALSE

6

BEWARE OF DOGS

TRUE FALSE

7

ALL DELIVERIES IN REAR

TRUE FALSE

8

FIRE ESCAPE

TRUE FALSE

9

TRUE FALSE

10

TRUE FALSE

11

TRUE FALSE

12

NO ONE UNDER 21 ALLOWED

TRUE FALSE

13

TRUE FALSE

14

LOADING ZONE

TRUE FALSE

15

WAIT

14

TRUE FALSE

16

HELP WANTED

TRUE FALSE

17

HOSPITAL QUIET ZONE

TRUE FALSE

18

TRUE FALSE

19

NO DUMPING

TRUE FALSE

20

TRUE FALSE

21

22

23

GENTLEMEN

LADIES

WOMEN

MEN

24

KEEP OUT

PRIVATE PROPERTY

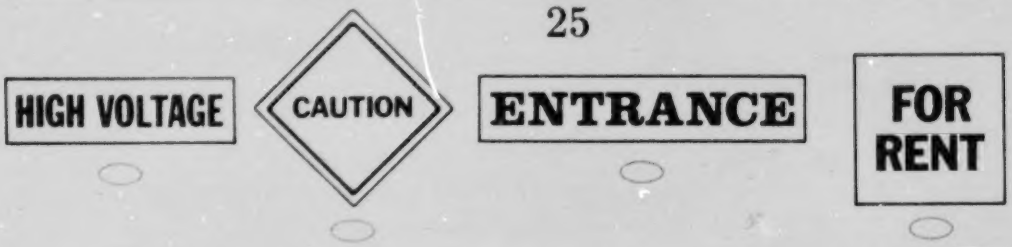
NO TRESPASSING

DO NOT PASS

15

WAIT

25



26

STOP

END OF TEST

STUDENT'S NAME

SCHOOL

TEACHER

AGE	GRADE	TEST DATE

BIRTH DATE

MONTH	YEAR	SEX
JAN	0	MALE
FEB	1	
MAR	2	
APR	3	FEMALE
MAY	4	
JUN	5	
JUL	6	
AUG	7	
SEP	8	
OCT	9	
NOV		
DEC		

SOCIAL AND PREVOCATIONAL INFORMATION BATTERY

17

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A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
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CTB USE ONLY

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9	9	9	9	9	9	9	9

ED120241

TEST BOOK

SOCIAL AND PREVOCATIONAL INFORMATION BATTERY

Developed by Andrew Halpern, Paul Raffeld, Larry K. Irvin, Robert Link
Rehabilitation Research and Training Center
University of Oregon, Eugene

Published by CTB/McGraw-Hill, Del Monte Research Park, Monterey, California 93940.

SPIB-H/S

2 SAMPLE ITEMS

TRUE ○ FALSE ○

1

TRUE ○ FALSE ○

2

3

○ ○

4

○ ○ ○

WAIT

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PURCHASING HABITS 3

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TRUE	3	FALSE
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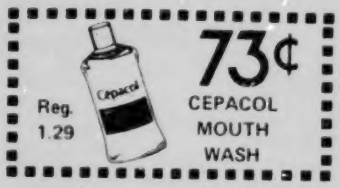
WAIT

4

32



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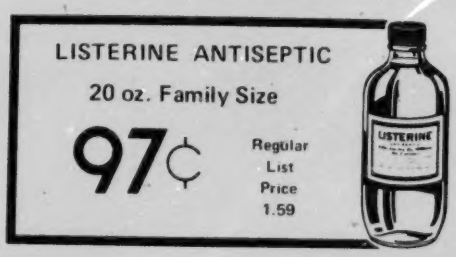

36

WAIT

BUDGETING 5

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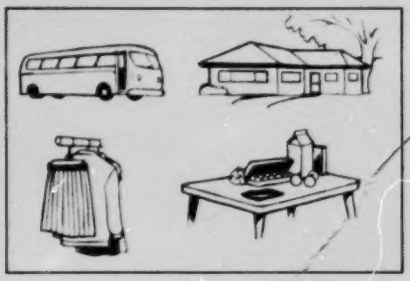
WAIT

6



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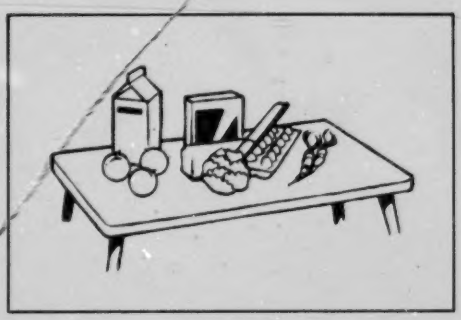

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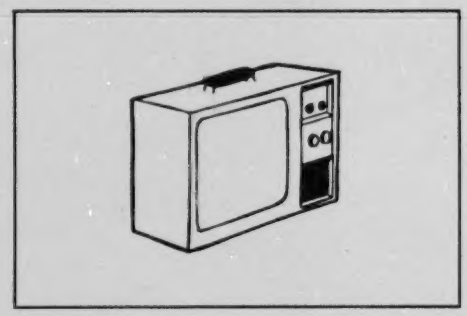

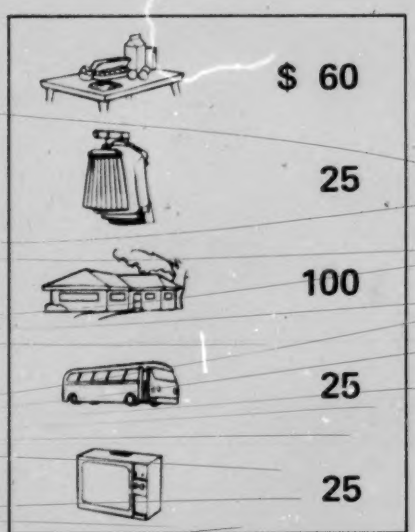

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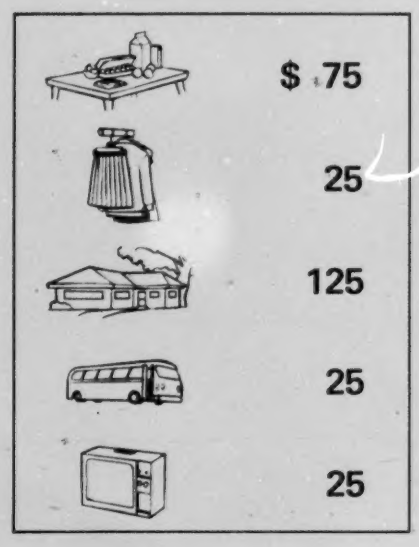


WAIT

BANKING 7

TRUE ○ 1 ○ FALSE	TRUE ○ 10 ○ FALSE	TRUE ○ 19 ○ FALSE
TRUE ○ 2 ○ FALSE	TRUE ○ 11 ○ FALSE	TRUE ○ 20 ○ FALSE
TRUE ○ 3 ○ FALSE	TRUE ○ 12 ○ FALSE	TRUE ○ 21 ○ FALSE
TRUE ○ 4 ○ FALSE	TRUE ○ 13 ○ FALSE	TRUE ○ 22 ○ FALSE
TRUE ○ 5 ○ FALSE	TRUE ○ 14 ○ FALSE	TRUE ○ 23 ○ FALSE
TRUE ○ 6 ○ FALSE	TRUE ○ 15 ○ FALSE	TRUE ○ 24 ○ FALSE
TRUE ○ 7 ○ FALSE	TRUE ○ 16 ○ FALSE	TRUE ○ 25 ○ FALSE
TRUE ○ 8 ○ FALSE	TRUE ○ 17 ○ FALSE	TRUE ○ 26 ○ FALSE
TRUE ○ 9 ○ FALSE	TRUE ○ 18 ○ FALSE	TRUE ○ 27 ○ FALSE

FIRST NATIONAL BANK
123 Second Avenue
Anytown, U.S.A.

15 74-421 / 24136

① 19

PAY To The Order of ② $ ③

④ Dollars

Mary K. Smith
265 Fourth St.
Anytown, U.S.A.
649-3214

⑤

⑆1211⑈1837⑆ 09480967 ⑈

TRUE ○ 28 ○ FALSE

TRUE ○ 29 ○ FALSE

TRUE ○ 30 ○ FALSE

TRUE ○ 31 ○ FALSE

WAIT

8 JOB RELATED BEHAVIOR

TRUE ○	1	FALSE ○
TRUE ○	2	FALSE ○
TRUE ○	3	FALSE ○
TRUE ○	4	FALSE ○
TRUE ○	5	FALSE ○
TRUE ○	6	FALSE ○
TRUE ○	7	FALSE ○
TRUE ○	8	FALSE ○
TRUE ○	9	FALSE ○
TRUE ○	10	FALSE ○
TRUE ○	11	FALSE ○
TRUE ○	12	FALSE ○
TRUE ○	13	FALSE ○
TRUE ○	14	FALSE ○
TRUE ○	15	FALSE ○
TRUE ○	16	FALSE ○
TRUE ○	17	FALSE ○
TRUE ○	18	FALSE ○
TRUE ○	19	FALSE ○
TRUE ○	20	FALSE ○
TRUE ○	21	FALSE ○
TRUE ○	22	FALSE ○
TRUE ○	23	FALSE ○
TRUE ○	24	FALSE ○
TRUE ○	25	FALSE ○
TRUE ○	26	FALSE ○
TRUE ○	27	FALSE ○
TRUE ○	28	FALSE ○
TRUE ○	29	FALSE ○
TRUE ○	30	FALSE ○

WAIT

JOB SEARCH SKILLS 9

TRUE ○	1	FALSE ○	TRUE ○	15	FALSE ○
TRUE ○	2	FALSE ○	TRUE ○	16	FALSE ○
TRUE ○	3	FALSE ○	TRUE ○	17	FALSE ○
TRUE ○	4	FALSE ○	TRUE ○	18	FALSE ○
TRUE ○	5	FALSE ○	TRUE ○	19	FALSE ○
TRUE ○	6	FALSE ○	TRUE ○	20	FALSE ○
TRUE ○	7	FALSE ○	TRUE ○	21	FALSE ○
TRUE ○	8	FALSE ○	TRUE ○	22	FALSE ○
TRUE ○	9	FALSE ○	TRUE ○	23	FALSE ○
TRUE ○	10	FALSE ○	TRUE ○	24	FALSE ○
TRUE ○	11	FALSE ○	TRUE ○	25	FALSE ○
TRUE ○	12	FALSE ○	TRUE ○	26	FALSE ○
TRUE ○	13	FALSE ○	TRUE ○	27	FALSE ○
TRUE ○	14	FALSE ○	TRUE ○	28	FALSE ○

a

Wanted: 16 year-old girl or boy. Must have lawnmower. Be able to work 1 p.m. – 4 p.m. weekends. Contact D. Jones, 1326 Carlton Dr., 241-4913.

TRUE ○ 29 FALSE ○

TRUE ○ 30 FALSE ○

b

Wanted: Young person to work as stock clerk in market. Must have experience. Hours, 3 – 5 p.m. weekdays. Call Mr. Ray, 241-8013.

TRUE ○ 31 FALSE ○

TRUE ○ 32 FALSE ○

WAIT

10 HOME MANAGEMENT

TRUE ○ 1 ○ FALSE	TRUE ○ 11 ○ FALSE	TRUE ○ 21 ○ FALSE
TRUE ○ 2 ○ FALSE	TRUE ○ 12 ○ FALSE	TRUE ○ 22 ○ FALSE
TRUE ○ 3 ○ FALSE	TRUE ○ 13 ○ FALSE	TRUE ○ 23 ○ FALSE
TRUE ○ 4 ○ FALSE	TRUE ○ 14 ○ FALSE	TRUE ○ 24 ○ FALSE
TRUE ○ 5 ○ FALSE	TRUE ○ 15 ○ FALSE	TRUE ○ 25 ○ FALSE
TRUE ○ 6 ○ FALSE	TRUE ○ 16 ○ FALSE	TRUE ○ 26 ○ FALSE
TRUE ○ 7 ○ FALSE	TRUE ○ 17 ○ FALSE	TRUE ○ 27 ○ FALSE
TRUE ○ 8 ○ FALSE	TRUE ○ 18 ○ FALSE	TRUE ○ 28 ○ FALSE
TRUE ○ 9 ○ FALSE	TRUE ○ 19 ○ FALSE	TRUE ○ 29 ○ FALSE
TRUE ○ 10 ○ FALSE	TRUE ○ 20 ○ FALSE	TRUE ○ 30 ○ FALSE

31

TRUE ○ ○ FALSE

32

○

○

33

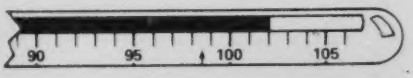
○

○

WAIT

HEALTH CARE 11

TRUE FALSE
1
TRUE FALSE
2
TRUE FALSE
3
TRUE FALSE
4
TRUE FALSE
5
TRUE FALSE
6
TRUE FALSE
7
TRUE FALSE
8
TRUE FALSE
9



TRUE FALSE
10
TRUE FALSE
11
TRUE FALSE
12
TRUE FALSE
13
TRUE FALSE
14

TRUE FALSE
15
TRUE FALSE
16
TRUE FALSE
17
TRUE FALSE
18
TRUE FALSE
19
TRUE FALSE
20
TRUE FALSE
21
TRUE FALSE
22
TRUE FALSE
23
TRUE FALSE
24
TRUE FALSE
25
TRUE FALSE
26
TRUE FALSE
27
TRUE FALSE
28
TRUE FALSE
29
TRUE FALSE
30

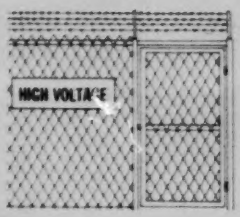
WAIT

12 HYGIENE AND GROOMING

TRUE	1	FALSE	TRUE	14	FALSE
TRUE	2	FALSE	TRUE	15	FALSE
TRUE	3	FALSE	TRUE	16	FALSE
TRUE	4	FALSE	TRUE	17	FALSE
TRUE	5	FALSE	TRUE	18	FALSE
TRUE	6	FALSE	TRUE	19	FALSE
TRUE	7	FALSE	TRUE	20	FALSE
TRUE	8	FALSE	TRUE	21	FALSE
TRUE	9	FALSE	TRUE	22	FALSE
TRUE	10	FALSE	TRUE	23	FALSE
TRUE	11	FALSE	TRUE	24	FALSE
TRUE	12	FALSE	TRUE	25	FALSE
TRUE	13	FALSE	TRUE	26	FALSE

WAIT

FUNCTIONAL SIGNS 13



TRUE FALSE
1

FLAMMABLE

TRUE FALSE
2

TRUE FALSE
3

VACANCY

TRUE FALSE
4

TRUE FALSE
5

TRUE FALSE
6

BEWARE
OF
DOGS

TRUE FALSE
7

ALL
DELIVERIES
IN REAR

TRUE FALSE
8

FIRE
ESCAPE

TRUE FALSE
9

TRUE FALSE
10

TRUE FALSE
11

TRUE FALSE
12

NO ONE UNDER
21 ALLOWED

TRUE FALSE
13

TRUE FALSE
14

LOADING ZONE

TRUE FALSE
15

WAIT

14

TRUE FALSE

16

HOSPITAL QUIET ZONE

TRUE FALSE

18

NO DUMPING

TRUE FALSE

20

HELP WANTED

TRUE FALSE

17

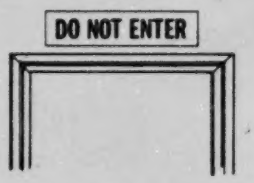
TRUE FALSE

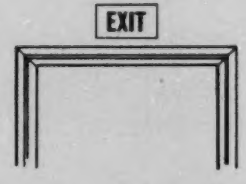
19

TRUE FALSE

21

22





23

GENTLEMEN

LADIES

WOMEN

MEN

24

KEEP OUT

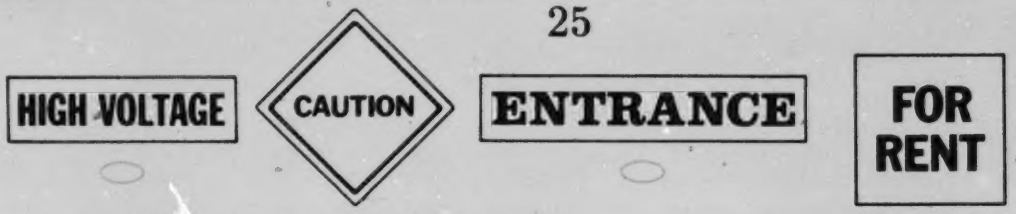
PRIVATE PROPERTY

NO TRESPASSING

DO NOT PASS

WAIT

25



15

26

STOP

END OF TEST

STUDENT PROFILE SHEET

NAME _____

GRADE _____ TEST DATE _____

TEACHER _____ SCHOOL _____

SOCIAL AND PREVOCATIONAL INFORMATION BATTERY

Test	Possible Score	Raw Score	Percentage Correct*	Reference Group Mean Percentage Correct		Reference Group Percentile Rank*
				Jr High	Sr High	
Purchasing Habits	36			68	76	
Budgeting	33			66	74	
Banking	31			61	72	
Job Related Behavior	30			65	72	
Job Search Skills	32			65	74	
Home Management	33			66	74	
Health Care	30			71	77	
Hygiene and Grooming	26			72	79	
Functional Signs	26			70	79	
Total Battery	277			67	75	

Comments _____

_____

*See Tables in Part 5, *Examiner's Manual* for converting scores, and Part 4 for interpreting scores.

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EXAMINER'S MANUAL

SOCIAL AND PREVOCATIONAL INFORMATION BATTERY

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PART 1

Description of the *Social and Prevocational Information Battery*

The *Social and Prevocational Information Battery* (SPIB) contains nine tests designed to assess knowledge of certain skills and competencies regarded as important for the community adjustment of Educable Mentally Retarded (EMR) students. Intended primarily for junior and senior high school levels, the tests consist mostly of True-False, orally administered items. A few items require the student to select pictures offered as alternatives to an orally presented stem. The tests vary in length from twenty-six to thirty-six items. There are 277 items in the battery.

The areas measured by SPIB reflect five long range educational goals that are considered to be important for successful postschool adaptation of mildly retarded adolescents and young adults. These goals, when reached, should result in greater success in the areas of:

- employability
- economic self-sufficiency
- family living
- personal habits
- communication

Nine major areas related to these five long range goals are measured by the SPIB tests:

Long Range Goals	SPIB Tests
Employability	Job Search Skills Job Related Behavior
Economic Self-Sufficiency	Banking Budgeting Purchasing Habits
Family Living	Home Management Physical Health Care
Personal Habits	Hygiene and Grooming
Communication	Functional Signs

Although other areas are implied by the five long range goals, the nine above were selected because of their frequent occurrence in and importance to school and rehabilitation programs for mildly retarded adolescents.

DEVELOPMENT OF SPIB

SPIB was developed by staff members of the Rehabilitation Research and Training Center in Mental Retardation at the University of Oregon, to fill a gap in evaluative devices for EMR students.

The authors initially identified eight long range goals with fifty-four more specific areas (domains), by working closely with twenty-six Oregon teachers engaged in school district work study programs for EMR students. Nine of these domains, representing five of the goals, were finally chosen for inclusion in the battery.

Each of the nine domains was divided into a set of content areas around which test items were developed. These content areas sample the domain, but do not define it. Table 1 on Page 3 describes each content area.

SPIB, with its True-False, orally administered format, was designed to meet the following requirements:

- Emphasis on reading skills should be minimized, except when critical to the domain being measured.
- Testing should be possible with groups of at least ten students.
- Administering each of the nine tests should not exceed thirty minutes, with twenty minutes the desirable limit.
- Scoring should be simple.
- Given oral administration, the test items should be structurally simple (e.g., True-False) to minimize the impact of individual differences in auditory retention.
- Students should experience a moderately high degree of success on the tests to minimize experiences of frustration and anxiety, with the average student able to answer correctly between 65 and 75 per cent of the items.

Large item pools were developed by the authors using the content areas presented in Table 1 as the basis for item construction. Before pilot testing, participating teachers reviewed the items in terms of clarity, and relevance to the domain and content areas. Sets of fifty to seventy items *per test* made up the initial pilot battery. Through statistical analyses and teacher-student feedback, the tests underwent two revision cycles before arriving at the present form.

In total, 1,800 Oregon students, 700 junior high and 1,100 senior high students participated in test tryouts. Some 453 students from each group provided the reference group data currently being reported. Validity and reliability information and specific item statistics are given in the SPIB *Technical Report*.

DESCRIPTION OF THE TESTS

The battery is available in two formats: hand-scorable and machine-scorable books. Directions for administering SPIB are in Part 3, and may be used for either format. Both formats require the students to fill in an oval-shaped bubble ⬭ to denote the selected answer.

Sample Items

A set of four sample items is provided to familiarize students with the way in which the items are marked. Their purpose is to introduce students to the item format of SPIB; they are not recorded as part of the battery score. The first three sample items should be given at the beginning of the first test session. The fourth is given before the Functional Signs test (Test 9), which requires a slightly different response format for some items.

Any student not able to answer the sample items correctly should receive additional practice before taking the tests. If the student is not able to answer the sample items with additional practice, it is unlikely that test results will be valid. Testing should not be undertaken for such individuals.

Specific content areas for the nine tests are shown in Table 1 on Page 3. Brief descriptions of each test are given below.

Test 1 – Purchasing Habits

Test 1 contains thirty-six items, which sample knowledge of such areas as comparative shopping, use of a newspaper as a shopping aid, awareness of sales tax, general purchasing terminology, and advantages and disadvantages of quantity purchases. Thirty-one of the items are True-False, and five require selecting one of two newspaper ads that shows the better buy for a product.

Test 2 – Budgeting

Test 2 is a thirty-three item test, thirty of which are True-False and three of which require picture selection. Areas sampled include: buying on time and its consequences for budgeting, impact of borrowing on a budget, the effect of salary changes on a budget, the concept of budgeting, payment of bills, credit ratings, and distinctions between regular and so-called emergency expenditures.

Test 3 – Banking

There are thirty-one items in Test 3, all of which are True-False. The last four items require identifying various parts of a check. Areas sample

Table 1
SPIB GOALS, DOMAINS, AND CONTENT AREAS

GOAL	DOMAIN	CONTENT AREAS								
		1	2	3	4	5	6	7	8	9
ECONOMIC SELF-SUFFICIENCY	PURCHASING HABITS	Methods and implications of comparative shopping	Relationship between type of store and type of merchandise available	Use of newspaper as a purchasing aid	Relationship between weight and cost	General purchasing terminology	Awareness of sales tax and the ability to compute it	Advantages and disadvantages of quantity buying	Ability to compare newspaper ads and determine best buys	
	BUDGETING	Time-buying and its relationship to budgeting	Impact of borrowing on a budget	Good judgment and arithmetic skills necessary for appropriate salary allocation	Concept, consequences, and prevention of overspending	Concepts and implications of credit ratings	Relationships between budgeting and savings	Impact of salary change on a budget	Distinctions between regular and irregular expenses	"Grace Periods" as they relate to payment of bills
	BANKING	Cost of checking and/or savings accounts and where they may be opened	Procedures involved in deposit or withdrawal from bank accounts	How to write and/or cash checks	Procedures and implications of properly recording and balancing check records	Basic concept of interest and general interest rates for savings accounts	Usefulness of checking accounts	Hazards of signing a blank check and problems with failure to sign completed check.		
EMPLOYABILITY	JOB RELATED BEHAVIORS	Role and duties of a supervisor	Appropriate job related communications	What constitutes job completion and its implications	Appropriate work relations with fellow employees					
	JOB SEARCH SKILLS	Relationship between types of jobs and job requirements	Functions and cost of public and private job assistance agencies	Why, when, and how to complete a job application form	Job sources	Proper use of telephone with potential employers	Appropriate interview behavior	Contents and purpose of job résumé	Obtaining information from want ads	
FAMILY LIVING	HOME MANAGEMENT	Maintenance, repair and safe physical functioning of structural parts of living quarters	Safe and sanitary home living conditions	Proper food preparation and storage procedures	Appropriate laundry procedures	Functioning of home appliances	Protective and utility agencies and their function			
	PHYSICAL HEALTH	Emergency health care	Common health care practices that prevent injury, illness, or infection	Proper use of medications	Child health care practices	Importance of health care	Rudiments of body temperature			
PERSONAL	PERSONAL HYGIENE AND GROOMING	Need for regular health care	Need for body cleanliness	Consequences of poor health or inadequate personal hygiene and grooming	When and how to use body cleaning agents and grooming aids					
COMMUNICATIONS	FUNCTIONAL SIGNS	Traffic and road signs	Safety signs	Emergency signs	General information signs					

knowledge of differences between savings and checking accounts and where each may be opened, how to write and cash checks, deposit and withdrawal procedures, basic concept of interest and interest rates, and hazards of signing blank checks along with problems resulting from failing to sign a completed check.

Test 4 – Job Related Behavior

Test 4 has thirty True-False items. Items cover knowledge relating to such areas as the role and duties of a supervisor, appropriate communications with co-workers and supervisors, what constitutes completing a job, and appropriate work relations with fellow employees.

Test 5 – Job Search Skills

Test 5 has thirty-two items. All are True-False, with the last four requiring the student to read and comprehend two newspaper want ads. Some of the areas sampled by the test include relationship between types of jobs and job requirements, relative functions of public and private job assistance agencies, completing job application forms, job sources, appropriate interview behavior, contents and purpose of a job résumé, and obtaining information from classified want ads.

Test 6 – Home Management

Test 6 contains thirty-three items, with the first thirty True-False and the final three requiring picture selection. Areas sampled include knowledge of maintenance, repairs, and safe physical functioning of structural parts of living quarters; safe and sanitary home living conditions; proper food preparation and storage; appropriate laundry procedures; functioning of appliances; and public utilities and their role.

Test 7 – Health Care

Test 7 is a thirty item True-False test. The items sample knowledge of emergency health care, common health care practices, proper use of medications, child health care practices, importance of health care, and basic knowledge of body temperature.

Test 8 – Hygiene and Grooming

Test 8 is a twenty-six item True-False test. Areas sampled include knowledge of need for regular health care, the need for body cleanliness, consequences of poor health or inadequate personal hygiene or grooming, and when and how to use body cleaning and grooming agents.

Test 9 – Functional Signs

Test 9 is a twenty-six item test sampling the ability of the student to read or know the meaning of signs that may be encountered in everyday life. Areas covered by the test include recognition of signs dealing with vehicles or highway regulations, warnings or cautions on boxes and bottles, and messages on or in buildings. Twenty-one of the items are True-False. The final five items require a selection of one or more correct options from among three or four pictures.

Total Battery

There are 277 items in the battery. Separate scores are obtainable for each test, and a total battery score is produced by adding the scores of all nine. For the junior high reference group, the average percentage correct ranged from 61 per cent in Banking to 72 per cent in Hygiene and Grooming. For the high school reference group, the range was from 72 per cent in Banking, and Job Related Behavior to 79 per cent correct in Hygiene and Grooming, and Functional Signs. Part 5 of this manual contains additional information about reference group test performance.

QUESTIONS OFTEN ASKED ABOUT SPIB

Because the SPIB battery was developed with a True-False format specifically for the EMR population, inquiries about its validity and appropriate uses are frequent. Five of the most commonly asked questions are listed below, along with some briefly stated responses. Additional supporting information is supplied in the SPIB *Technical Report*.

Question: A True-False test isn't very reliable, is it? A student can get one-half of the items correct just by guessing.

Response: The reliability indices (reported in the *Technical Report*) indicate that the students do not guess randomly. In addition, the authors' research has shown that when students guess, they tend to guess *True*. Knowing this, the authors structured the battery so that only 35 per cent of the correct item responses are True. Therefore, when a student simply *guesses* True, there is a greater chance of missing the item and, consequently, getting a lower score.

Question: The items contain words, such as "never," "always," or "usually," that may tend to give away the answer to a True-False item. How does this affect student performance on SPIB?

Response: One would assume that if these words lead to a correct response, the percentage of students correctly responding on these items would tend to be greater than for other items. This was not reflected in these items, as noted by the item difficulties shown in the *Technical Report*.

Question: Some of the vocabulary words seem out of range for the ability of the student. Doesn't this affect test validity?

Response: Some of the words or phrases are a critical part of the content areas being measured. Some examples are "guarantee," "credit risk," "endorse," or "induce vomiting." The few items containing difficult vocabulary not directly related to test content were analyzed, and although some differences were noted, they do not appear to jeopardize item validity.

Question: Why are reference group data only classified for "junior high school" and "senior high school" rather than by actual grades?

Response: The concept of grade placement for EMR students is normally not a significant feature of their educational program. Initial data were gathered and analyzed according to grade; however, differences in scores within grades at the junior and senior high school levels were not noticeably different. Thus only two sets of reference group scores are reported. Junior High reference groups were seventh, eighth and ninth grade students. Senior High reference groups were tenth, eleventh and twelfth grade students.

Question: Is there any reason to believe that knowing the answer to a test item also indicates an ability to perform the related skill?

Response: SPIB was definitely developed to measure knowledge only, based on the premise that knowledge generally enhances ability to perform. Some studies conducted by the authors show a moderate relationship between test scores and post-school community adaptation of the students as viewed by vocational rehabilitation counselors.

PART 2

Preparation for Administering SPIB

EXAMINER'S DUTIES AND RESPONSIBILITIES

All of an examiner's duties and responsibilities during the testing period relate directly to obtaining valid results. Test results can be useful in the educational decision-making process, but care must be taken to ensure validity. If the examiner carefully follows the steps below, valid test results should be obtained.

- **Know the test.** A thorough knowledge of the test material will help the examiner respond appropriately whenever problems arise and decisions must be made during the testing.
- **Prepare the students.** An examiner has no more important responsibility than to provide a positive and supportive atmosphere for the students. It is essential that tension be minimal. Students should understand that there is no special need for preparation and that they are not expected to know all the items. They should be informed that they will not be graded on the test and that their instructional program will become more meaningful when the areas in which they need the most help are known.

  Since the examiner's attitude will be detected by the pupils, it is important that a cheerful and positive attitude be presented. This positive attitude will be enhanced when the examiner is thoroughly familiar with the testing procedures, and has a thorough understanding of the purposes of the tests.
- **Implement effective testing procedures.** Testing situations should be planned so that each student has the greatest likelihood of performing to maximum ability. A number of procedures that are listed below should be followed in this regard:

1. Space the testing periods over several days to avoid fatigue.
2. Schedule testing so there will be sufficient time to complete a test block by the end of the testing session.
3. Avoid making students miss classes and activities they enjoy, such as art, music, or recreation.
4. Administer the tests, if possible, on Tuesday, Wednesday, and Thursday, and avoid days just before or after vacations or important school functions.
5. Avoid testing immediately after strenuous physical exercise.
6. Eliminate distractions such as bells or telephones ringing. Use a "Do Not Disturb" sign on the door of the testing room to eliminate interruptions.
7. Ensure a maximum 10:1 student to adult ratio in the classroom during testing sessions. Do not allow groups to exceed 20.
8. Obtain and train proctors, if necessary, and assign each to a specific group of students. When proctors are used, ensure that students are familiar with them before beginning testing.
9. Have all materials assembled and ready for quick distribution.

10. Follow instructions for administering the tests in Part 3 of the *Examiner's Manual* precisely, reading verbatim those sections preceded by **SAY**.
11. Before testing, make sure that students know what they are to do. Allow time for questions at the end of the sample items and at the end of each test.
12. During testing, limit assistance to the mechanical aspects of marking answers, clarifying directions, and finding the right place in test books; guard against indicating a correct answer through tone of voice or elaborating on test items (see caution on Page 8).
13. Monitor the students carefully to ascertain that each is marking answers correctly, marking only one response for each item, and erasing unwanted responses completely.
14. Because the test is orally administered, compensate for those students who are hard of hearing.

- **Provide accurate identification data.** When tests are being machine scored, data on the back cover of the test book must be complete and accurate.
- **Supply the required materials for testing.**

1. For each student:

   1 test book (appropriately identified)
   2 No. 2 (or softer) pencils with erasers

2. For the examiner:

   1 *Examiner's Manual*
   1 test book (for demonstration)
   Extra No. 2 pencils
   1 *Group Information Sheet* if tests are to be scored at CTB/McGraw-Hill
   1 "Do Not Disturb" sign

OBTAINING AND TRAINING PROCTORS

The number of proctors required depends on the maturity of the students and on their previous test experience. Proctors should never be responsible for more than ten students, and in some instances, it may be necessary for them to work with smaller groups.

All proctors should participate in a training session before the testing begins. Familiarize them with all of the types of answers required of students taking the tests and ensure that they are aware of the need to be alert for potential problems. During testing sessions, proctors should:

- Attend only to the student or students assigned to them.
- Be sure that students have the correct copy of the test book at the beginning of each testing session.
- While sample items are being administered, make sure that students are marking answers in the correct manner and help those who are not.
- During testing, make certain that students are looking at the correct item on the correct page.
- See that students are making only one mark per item and make sure that erasures are complete when students change answers.
- Discourage talking or sharing of answers.
- Do not show, hint, or suggest the right answer to students. If a student asks, "Is this right?" say, "Choose the one that you think is right."
- Make sure that students answer *all* test items.
- Be alert for nonvalid patterns of responding, such as all True, all False, or True-False alternation. Also, watch for students who mark answers without paying attention to test items. Report such irregularities to the examiner after the testing session is completed.
- When testing is finished, inform the examiner of any unusual problems that occurred.
- Help collect materials when each testing session is completed.

SUGGESTED TESTING SCHEDULE FOR SPIB

The nine tests of SPIB should normally be given in three sessions of three tests each. However, the testing can be extended to more sessions if necessary. It is recommended that SPIB *not* be administered in less than three test sessions. Student interest and fatigue should be considered as well as classroom schedules. Whenever possible, the entire battery should be completed within one week.

Although the tests are not timed, the examiner should use reasonable constraints. Each test should take students from 15 to 25 minutes to complete. It is essential that time be allowed for all students to respond to each question. Normally the tests should be given in the same order as presented in Part 3 of this manual, although makeups for absentees may be administered in any order that is required.

ALLOWING DISCUSSION

A short discussion is recommended at the end of each test to reduce any tension that may have built up. The teacher or examiner should take a few minutes to allow the students to discuss their reactions to the test. The examiner should unobtrusively record the name of any students who indicate that they did not know how to respond to the test. This, and other behavior noted during the testing, should be recorded so that the students' scores on the test may be evaluated in terms of any unusual problems encountered. This procedure should be followed at the end of each test.

GUESSING

The examiner should encourage students to respond to all test questions *even if they have to guess.* Partial information often leads to correct responses. Students who are hesitant to make a response based on partial information cannot demonstrate such knowledge unless they are motivated to respond to every item. To reduce the effects of guessing, the tests in SPIB have been constructed so that guesses based on wrong or incomplete information are likely to result in incorrect responses. As a result, encouraging students to respond to every item gives a better measure of their knowledge.

TESTING CAUTIONS

- **Coaching.** Although it is important for the examiner and proctors to provide assistance in the mechanics of test taking, it is equally important to remember that this is a test-taking situation rather than a learning activity. In no way should the correct response be indicated for any item except the sample items. The proctors should notify the examiner if students do not understand the process so that directions can be repeated or clarified.
- **Explaining words.** During the test, the examiner should *not* explain words that a student may not understand.
- **Voice.** Because SPIB is administered orally, the examiner must be careful not to allow voice irregularities to indicate a correct answer. Inflections on key words such as "never" or "always" should be avoided.
- **Irregularities during testing.** Any test administration may be marred by unforeseen irregularities. In some cases these could invalidate the test score, not only for the individual, but for the entire test group. It is recommended that the examiner note on the *Group Information Sheet* any irregularities relating to individual students; for example, marking multiple responses to test items, experiencing sudden illness, having to leave the room, or becoming unduly disturbed by the test situation. In addition, the examiner should note whether any student has language difficulties or a severe physical handicap that might in some way affect test performance. The examiner should also note any unusual interruptions or distractions, such as excessive noise or sharing of answers to test items.

NONVALID RESULTS

In a few instances, a student might deliberately determine not to respond to the content of the test items. When this occurs, the most common response patterns take the form of marking all True, all False, or alternating some predetermined number of True and False responses (e.g., one True/one False). Raw scores will not necessarily reflect such inappropriate responding. However, a quick glance at the completed test books should indicate if this has occurred. If it has, test results are nonvalid. If time allows, a more closely monitored retesting may be considered.

Some students may omit responses despite encouragement to respond to every item. If this occurs, attempt to obtain responses to test items not answered. If this is not possible and five or less responses per test are omitted, score the omissions as incorrect responses. If more than five responses per test are omitted and the examiner cannot obtain them, test results are nonvalid and more closely monitored retesting should occur.

No score should be reported for a nonvalid test or for any total of which the test is a part (see Part 4, Nonvalid Tests).

PART 3

Directions for Administering SPIB

Before actually administering the battery, it is important that the examiner read Part 2 of this manual thoroughly. It offers some suggestions on how to prepare for administering SPIB. It will acquaint the examiner with a number of important aspects of testing, such as getting the students comfortable, repeating items, guessing, and explaining words to students during a test.

Three aspects of test administration are included in this section: (1) completing the student data grid on the back cover of the machine-scorable test book or identification of hand-scorable test books, (2) administering the sample items, and (3) administering each of the nine tests. This part should be read and understood completely by the examiner before any tests are administered. A small facsimile of the appropriate pages of the student's test book is inserted at the beginning of administration directions for each test. Examples of item art are inserted at appropriate places in the directions to aid the examiner. Directions to be read aloud to the students are preceded by the word **SAY**. Information or directions to be read silently by the examiner are enclosed in boxes.

HAND-SCORABLE EDITION IDENTIFICATION

In hand-scorable editions, the examiner should enter the students' names on the back cover of the test books before distributing them. Any additional student information may be entered according to the data needs of the school. The examiner should then skip the directions for machine-scorable editions.

COMPLETING STUDENT DATA GRIDS – MACHINE-SCORABLE EDITIONS

A student data grid is located on the back page of the machine-scorable book. This grid must be filled in by the examiner or another adult before testing begins. The steps below should be followed to complete the grid.

- Starting at the left of the row of boxes at the top of the grid, print one letter of the student's last name in each box. Then skip one box and print one letter of the student's first name in each box. If the student's name has more letters than there are boxes, print as many letters of the first name as possible.
- Below each box is a column of circles with one letter of the alphabet inside each circle. In the first column of circles, fill in the circle that shows the same letter as the first letter of the student's last name. Repeat the process for each of the other letters in the name. Mark only one circle in each column. Fill in the *top circle* in the column between the student's last name and first name.
- Write the name of the school in the appropriate blank.
- Print the teacher's name in the box labeled **TEACHER**.
- Print the student's age in the box labeled **AGE**.
- Print the student's grade in the box labeled **GRADE**.
- In the box labeled **TEST DATE**, write the month and year.

- Fill in the appropriate circle for **MALE** or **FEMALE**.
- Write in the month and year of the student's birth date and fill in the grid below.

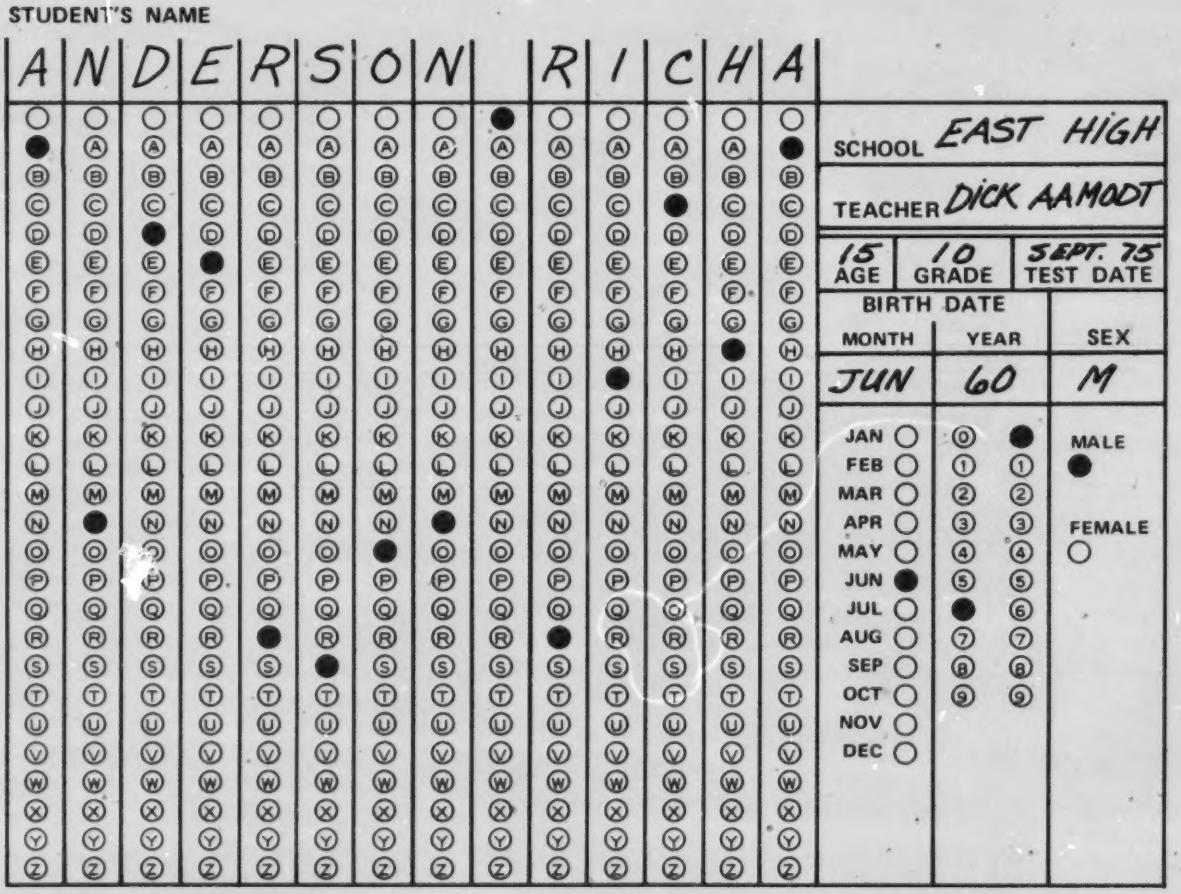
Figure 1 below shows a properly completed student data grid for Richard Anderson, a tenth-grade student.

SAMPLE ITEMS

Inside the cover of the test book are four sample items. The first three items should be given just before administering the first test. The fourth item should not be given until administration of Test 9, Functional Signs. During these practice exercises, the examiner and proctors should check each student's performance and work with those who require help in the mechanics of taking tests. Any student unable to answer the first three sample items correctly should not be tested until the item format is understood.

After each student's test book has been prepared for machine scoring or otherwise appropriately identified, distribute the books and make certain that each student has the correct book. For tests to be machine scored by CTB/McGraw-Hill, make sure that each student has a No. 2 pencil with an eraser.

Figure 1
STUDENT DATA GRID



ADMINISTERING THE SAMPLE ITEMS

From this point on, the directions to be read aloud to the students are preceded by the word **SAY**. *Only* these parts should be read aloud to the students. Do *not* read aloud any material that is contained in boxes.

SAY: Today we will begin taking some tests that will tell us what you know most about and what you need to work on harder in school. You will find some of the questions easy and some hard. You are not expected to know the answers to all the questions.

If proctors are present:

SAY: We have some people in the room who will help with this activity. They are _____.

Name the proctors.

SAY: Before we begin the testing, turn to Page 2 of the test book.

Pause.

SAY: You will see the Numbers 1, 2, 3, and 4. These are item numbers. I will read an item number and a sentence twice. If you think the sentence that I read is *true*, darken the bubble under the word, True, with your pencil. If you think the sentence is *false*, darken the bubble under the word, False. Wait until I read the sentence for the second time before you mark your answer. Watch me as I show you on the blackboard.

Write: **TRUE** **FALSE**

on the blackboard and show the students what is meant by "darken the bubble." Fill in the bubble *completely*, trying to stay within the lines. Indicate to the students that it is important to make the mark *dark* and that it should not extend beyond the lines. Also, explain that if a student wishes to change an answer, the first mark should be erased *completely* before another bubble is marked.

When the examiner feels that the directions are understood, erase the mark and go on to the first sample question.

SAY: Let's try Number 1.

Number 1. Going to school is important for a person your age. *Repeat the item and the number.*

Every student's answer must be checked.

SAY: Because going to school is important, this is a true statement. You should have darkened the bubble under the word True.

Demonstrate. Erase the mark before going on.

SAY: Number 2. It is safe to cross a street on a red light, because cars will stop for you. *Repeat the item and the number.*

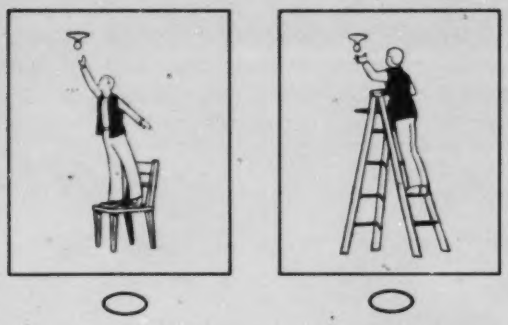
Every student's answer must be checked.

SAY: It is not safe to cross the street on a *red* light, even though cars might stop for you. So the answer for Number 2 is False.

Demonstrate.

SAY: Number 3 is different from Numbers 1 and 2. I will read a sentence and you will darken the bubble under the picture that answers the sentence correctly.

SAY: Number 3. Which picture shows the safest way to reach the object? *Repeat the item.*



Every student's answer must be checked.

SAY: Because using a stepladder is safer than using a chair for reaching the object, the bubble under the person on the ladder should be darkened.

Do you have any questions?

Pause. Answer any questions.

SAY: We will not do Number 4 until later.

Pause.

SAY: Listen carefully to some important things you must remember when taking the test.

SAY: First, if you don't know the right answer, think about it and make your best guess. Do not just mark an answer without listening to the sentence.

Second, if you want to change an answer be sure you erase your first answer completely.

Third, do not make any marks on the test books except in the bubbles. The test is very hard to score when marks are in places where they are not supposed to be.

Fourth, I will read each sentence twice before you answer. After the second time, however, I cannot read it again, so be sure to listen carefully.

Fifth, when we get to the end of a page, *wait*. Do not turn the page or go on to the next page until I tell you to.

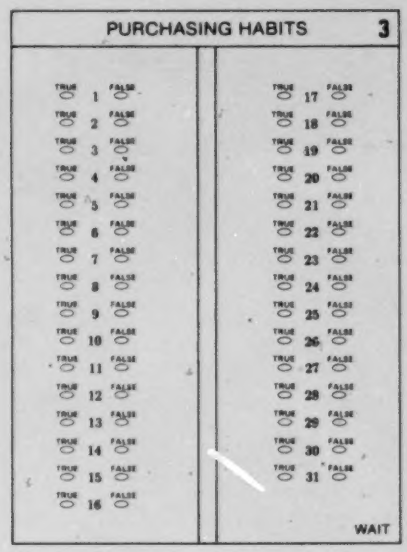
Are there any questions?

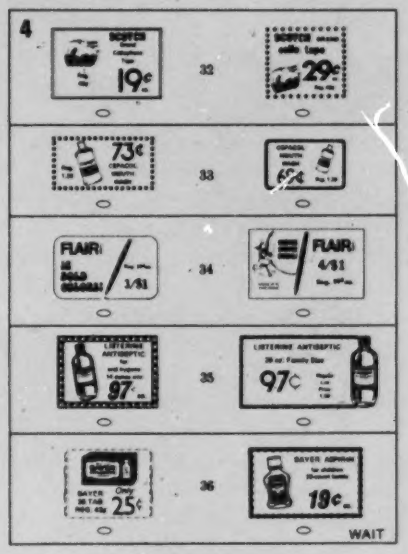
Answer any questions and be sure that all students fully understand the task before beginning.

SAY: Now look at Page 3.

Make certain that all students are on the right page.

TEST 1 PURCHASING HABITS





SAY: In this first test we want to find out how much you know about buying things. Some of the items will be very easy and others will be hard. Be sure to answer all of them, even if you have to guess.

Are there any questions before we begin?

Pause. Answer any questions.

SAY: We will begin with Number 1 at the top left of Page 3.

Number 1. It is usually wise to compare prices before buying. *Repeat item.*

Check to see that all students began at the right place.

SAY: Number 2. The best way to find out how much something costs is to buy it. *Repeat item.*

Number 3. A TV set that costs $100 in one store may cost less in other stores. *Repeat item.*

Number 4. You should always buy at the store that charges you the most, because then you know the thing that you are buying must be good. *Repeat item.*

Number 5. Small grocery stores usually have lower prices than larger grocery stores. *Repeat item.*

Number 6. You can buy prescription medicines in all supermarkets. *Repeat item.*

Number 7. Kitchen utensils are available in most grocery stores. *Repeat item.*

Number 8. Department stores carry only clothing. *Repeat item.*

Number 9. Grocery and department stores are the only kinds of stores that advertise sales in the newspaper. *Repeat item.*

Number 10. Store ads are found only on the last page of the newspaper. *Repeat item.*

Number 11. Stores advertise even when they do not have sales. *Repeat item.*

Number 12. It is usually a waste of time to compare prices in the newspaper before you go shopping. *Repeat item.*

Number 13. You can use the classified section of the newspaper to advertise things you want to sell. *Repeat item.*

Number 14. All cans and boxes of food weigh the same. *Repeat item.*

Number 15. If two packages are the same size, they weigh the same. *Repeat item.*

Number 16. Sixteen ounces is more than one pound. *Repeat item.*

Direct students to the next column for Number 17.

SAY: Number 17. The letters "oz" stand for pounds. *Repeat item.*

Number 18. If you are a bad credit risk it means you have a record of paying your bills on time. *Repeat item.*

Number 19. If something is sold at a discount, it means that the price has been raised. *Repeat item.*

Number 20. You may be taken to court if you do not meet the terms of a contract you sign. *Repeat item.*

Number 21. If you do not understand the terms of a contract, you should sign it anyway and have it explained to you later. *Repeat item.*

Number 22. A sign in a store that says "All sales are final" means that you can get a refund on items you have bought if you do not like them. *Repeat item.*

SAY: Number 23. Some things are covered by a guarantee for longer periods of time than others. *Repeat item.*

Number 24. Some stores do not have cash refunds. *Repeat item.*

Number 25. Everything you buy has a guarantee. *Repeat item.*

Number 26. If an item costs $1.00 and there is a 5% sales tax, the total price would be $2.00. *Repeat item.*

Number 27. The amount of sales tax you pay depends on where you live. *Repeat item.*

Number 28. It is not necessary to know how much sales tax you are supposed to pay, because you cannot be overcharged. *Repeat item.*

Number 29. When you buy a side of beef, some of your money pays for fat and bones that are thrown away. *Repeat item.*

Number 30. It is sometimes cheaper to buy things in large quantities. *Repeat item.*

Number 31. It is not safe to buy lots of canned food, because it spoils very fast. *Repeat item.*

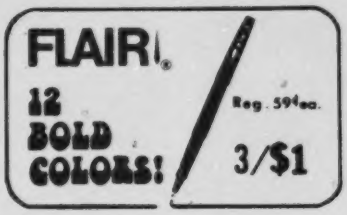
SAY: Turn to Page 4. Find Number 32.

Pause.

SAY: Number 32. Darken the bubble under the ad that shows the best buy. *Repeat item.*

SAY: Number 33. Darken the bubble under the ad that shows the best buy. *Repeat item.*

SAY: Number 34. Darken the bubble under the ad showing the best buy. *Repeat item.*



SAY: Number 35. Darken the bubble under the best buy. *Repeat item.*

SAY: Number 36. Darken the bubble under the best buy. *Repeat item.*

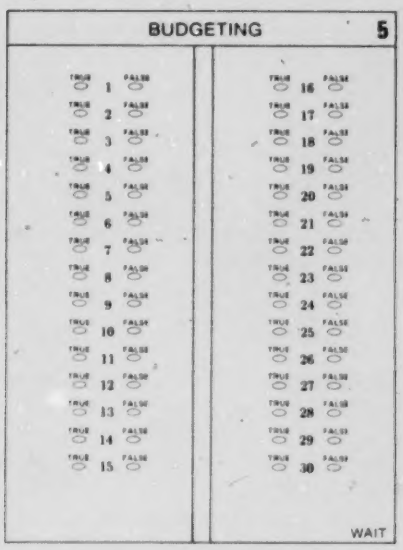
SAY: We are now finished with this test. I am sure you all did a good job. Close your test book.

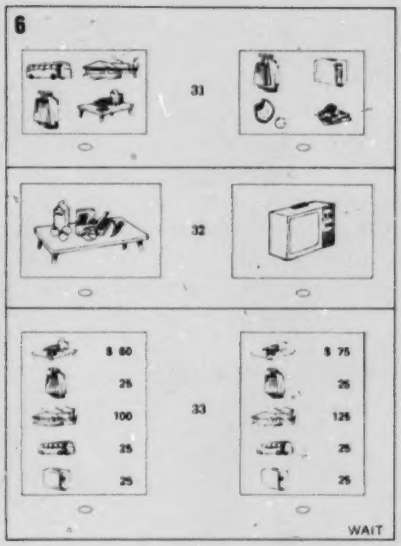
Pause.

SAY: Are there any questions?

A short discussion is recommended at the end of each test to reduce any tension that may have built up. The teacher or examiner should take a few minutes to allow the students to discuss their reactions to the test. The examiner should unobtrusively record the names of any students who indicate that they did not know how to respond to the test.

TEST 2 BUDGETING





SAY: Open your test book to Page 5.

Make certain that all students are on the right page.

SAY: This test is about budgeting and will tell some things you know and don't know about taking care of money. Don't forget:

- Make your best guess if you don't know the answer to a question.
- Make sure that the only pencil marks are inside the bubbles.
- Listen carefully, because I can only read a sentence twice.

The examiner should review the marking format with students if necessary.

SAY: Are there any questions?

Pause.

SAY: Find Number 1.

Number 1. It is always possible to spend your money exactly the way you planned. *Repeat item.*

Number 2. It is important to budget your money every month. *Repeat item.*

Number 3. The things you want are always the same as the things you need. *Repeat item.*

Number 4. You should make sure that you have enough money for rent, food, and clothes before you buy a dishwasher. *Repeat item.*

Number 5. You can make time payments on everything you buy. *Repeat item.*

Number 6. To know how much you can afford for time payments, you should check your budget. *Repeat item.*

Number 7. Borrowing money one month gives you more money to budget every month after that. *Repeat item.*

Number 8. If you have $15 left over at the end of every month, you can afford to pay $20 a month on a loan. *Repeat item.*

Number 9. You should spend half of what you earn each month for clothes. *Repeat item.*

Number 10. If you earn $300 a month, you should spend $250 a month for rent. *Repeat item.*

Number 11. It is important to know how much you can afford to spend each month. *Repeat item.*

Number 12. If you spend more than you earn each month, you will owe money to other people. *Repeat item.*

Number 13. You should borrow money so you can spend more than you earn every month. *Repeat item.*

Number 14. If you cannot pay your bills, things can be taken away from you. *Repeat item.*

Number 15. If you have a poor credit rating, people usually want you to make time payments. *Repeat item.*

Direct students to the next column for Number 16.

SAY: Number 16. Your credit rating is based on how regularly you have paid your bills. *Repeat item.*

Number 17. A good credit rating makes it easier to borrow money. *Repeat item.*

SAY: Number 18. A poor credit rating means that people trust you to pay your bills. *Repeat item.*

Number 19. A poor credit rating comes from careful budgeting. *Repeat item.*

Number 20. If you budget your money well, you will not need to save any money. *Repeat item.*

Number 21. If you budget money for savings, you should spend your savings each month. *Repeat item.*

Number 22. You must budget as much money for savings as for rent. *Repeat item.*

Number 23. The money you budget for savings should never be spent. *Repeat item.*

Number 24. If you lose your job, you should not buy luxuries. *Repeat item.*

Number 25. Your budget should stay the same no matter how much money you earn. *Repeat item.*

Number 26. You can usually know ahead of time how much emergencies will cost. *Repeat item.*

Number 27. If you spend all the money you earn each month, you will not have enough money for emergencies. *Repeat item.*

Number 28. You must pay your bills on the day they come. *Repeat item.*

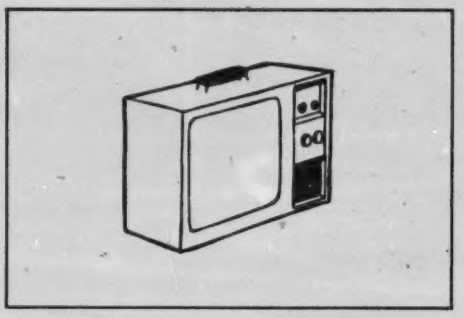
Number 29. If you do not pay your bills on time, some companies will charge you extra. *Repeat item.*

Number 30. Most companies do not care if you take two or three months to pay a small bill. *Repeat item.*

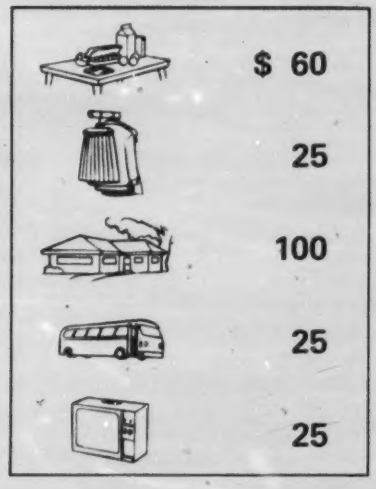
SAY: Turn to Page 6.

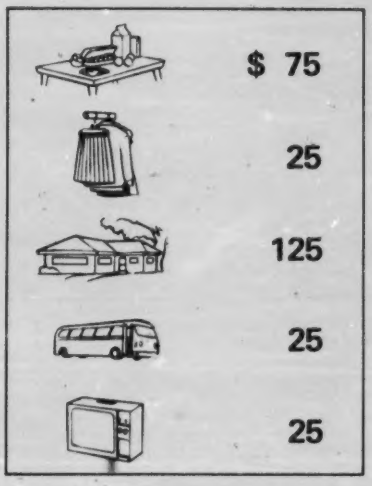
Number 31. Darken the bubble under the box that shows the most important things to budget for. *Repeat item.*

SAY: Number 32. Darken the bubble under the box that shows something you can usually make time payments on. *Repeat item.*



SAY: Number 33. Darken the bubble under the box that shows the budget that needs the higher salary. *Repeat item.*





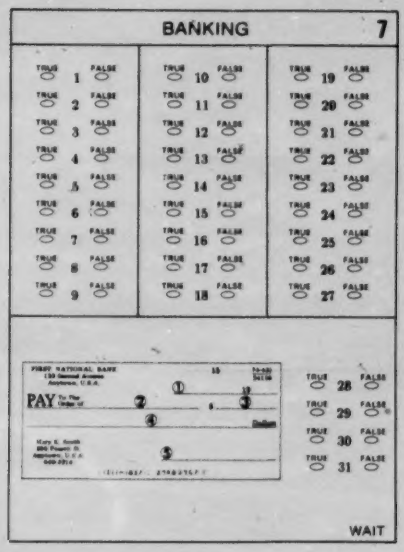
SAY: This is the end of the test on Budgeting. Close your test book.

Pause.

SAY: Are there any questions?

Allow discussion.

TEST 3 BANKING



SAY: Open your test book to Page 7.

Make certain that all students are on the right page.

SAY: This test is about banking. Remember:

- Make your best guess if you don't know the answer to a question.
- Make sure that the only pencil marks are inside the bubbles.
- Listen carefully, because I can only read a sentence twice.

SAY: Are there any questions?

Review the test-taking procedures if necessary.

SAY: Find Number 1.

Number 1. Checks are safer than cash. *Repeat item.*

Number 2. If you lose a check that you have filled out, you should call the bank and stop payment. *Repeat item.*

SAY: Number 3. Most stores will cash second party checks. *Repeat item.*

Number 4. You can open a checking account in any department store. *Repeat item.*

Number 5. You can endorse a check by putting the date on it. *Repeat item.*

Number 6. When you deposit money, you take it out of the bank. *Repeat item.*

Number 7. Putting money into your account at the bank is called "withdrawing" it. *Repeat item.*

Number 8. You have to write the exact amount of money you are going to deposit on the deposit form. *Repeat item.*

Number 9. It is really a waste of time to put the date and number of a check you use in your checkbook. *Repeat item.*

Direct the students to the middle column for Number 10.

SAY: Number 10. The bank may charge you money if you overdraw your checking account. *Repeat item.*

Number 11. The only way to void a check is to take it to the bank. *Repeat item.*

Number 12. A canceled check can be used as a receipt. *Repeat item.*

Number 13. A canceled check can be cashed again. *Repeat item.*

Number 14. You might overdraw your checking account if you do not keep your check record book up to date. *Repeat item.*

Number 15. If you print better than you write, you can print your name on the front of a check. *Repeat item.*

Number 16. You do not need to worry about losing a blank check that you have signed, because no one else can use it. *Repeat item.*

Number 17. If you send a bill with an unsigned check, the bill is not paid. *Repeat item.*

Number 18. It is all right to let someone else write your name on the check for you. *Repeat item.*

Direct students to the right-hand column for Number 19.

SAY: Number 19. The money you have in your checking account earns interest. *Repeat item.*

Number 20. "Interest" is the amount of money the bank pays you for keeping your money in a savings account. *Repeat item.*

Number 21. Banks usually pay between 10 and 15 per cent interest on your savings. *Repeat item.*

SAY: Number 22. Banks pay you interest on your savings, because they get to use your money while it is in your account. *Repeat item.*

Number 23. You do not have to fill out any forms to put money into your savings account. *Repeat item.*

Number 24. At some banks you must pay a service charge for keeping your money in a savings account. *Repeat item.*

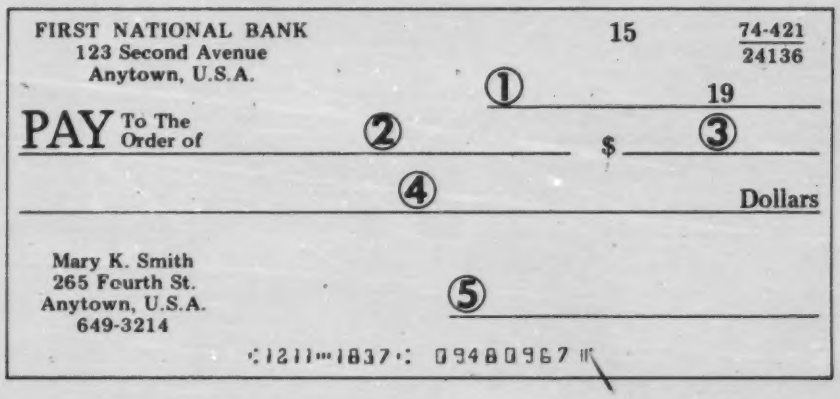
Number 25. Banks charge you a lot of money to open a savings account. *Repeat item.*

Number 26. To get cash from your savings account you have to write a check. *Repeat item.*

Number 27. If you want cash from your savings account you have to fill out a withdrawal form first. *Repeat item.*

Pause.

SAY: At the bottom of the page you will find a picture of a blank check. Each line of the check has a number next to it. Items 28 through 31 will ask questions about the lines on this check. You will answer True or False as you have done before.



SAY: Number 28. You must be sure to sign your name on line (2). *Repeat item.*

Number 29. You should use line (5) for the name of the person or store you are making the check out to. *Repeat item.*

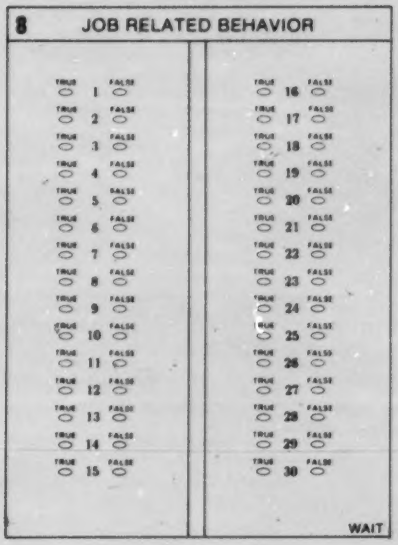
Number 30. You should put the amount of money on line (1). *Repeat item.*

Number 31. You should write out the amount of money on line (4). *Repeat item.*

SAY: This is the end of the test on Banking. Close your test book. Are there any questions?

Allow discussion.

TEST 4 JOB RELATED BEHAVIOR



SAY: Open your test book to Page 8.

Make certain that all students are on the right page.

SAY: This test is about jobs and how people behave on the job. Don't forget:

- Make your best guess if you don't know the answer to a question.
- Make sure that the only pencil marks are inside the bubbles.
- Listen carefully, because I can only read a sentence twice.

Review the test-taking procedures with students if necessary.

SAY: Number 1. Your boss cannot fire you if the people you work with like you. *Repeat item.*

Number 2. A boss can put you in charge of fellow workers. *Repeat item.*

Number 3. If your boss likes your work, then you can be sure that you will get a raise in pay. *Repeat item.*

Number 4. If your boss inspects your work, he probably does not like you. *Repeat item.*

Number 5. When your work is not satisfactory, your boss should tell you about it. *Repeat item.*

Number 6. Your boss can fire you if you often come to work late. *Repeat item.*

Number 7. It is not necessary for your boss to be your friend. *Repeat item.*

Number 8. If you make a mistake at work that you cannot correct, you should tell your boss about it. *Repeat item.*

Number 9. If you need certain supplies to do your job, you should wait until they run out before you ask for more. *Repeat item.*

Number 10. If you are not able to get along with your fellow workers, you should keep it to yourself and say nothing. *Repeat item.*

Number 11. Your boss should be told about unsafe working conditions. *Repeat item.*

Number 12. You should tell customers or visitors about problems that you are having with your boss. *Repeat item.*

Number 13. If you do not know how to do a job, you should try to do the best you can without asking for help. *Repeat item.*

Number 14. Some jobs become dangerous if you do not ask for help when you need it. *Repeat item.*

Number 15. If you do not understand how to do a job after your boss explains it, you should ask to hear the directions again. *Repeat item.*

Direct students to the next column for Number 16.

SAY: Number 16. Asking for help is a waste of time because it keeps you from getting your job done. *Repeat item.*

Number 17. Sometimes you have to ask questions about your job, even though you have listened to the instructions carefully. *Repeat item.*

Number 18. If you need help and your boss is not around, you should ask a fellow worker for help. *Repeat item.*

Number 19. On some jobs, you will not be able to do your work until other people do theirs. *Repeat item.*

SAY: Number 20. Whenever you finish a job your boss has given you, you should take a break until he tells you what to do next. *Repeat item.*

Number 21. On some jobs, it is necessary to hide mistakes to do your work properly. *Repeat item.*

Number 22. You could lose your job if you frequently do not complete your work on time. *Repeat item.*

Number 23. It is usually important to work as quickly as you can, even if you make mistakes. *Repeat item.*

Number 24. It is all right to make mistakes because you can always do the job again. *Repeat item.*

Number 25. It is all right to feel angry at a fellow worker. *Repeat item.*

Number 26. If you do not like the way fellow workers are doing their job, you should make them do it differently. *Repeat item.*

Number 27. Sometimes when you disagree with a person you work with, you both have to "give in" a little. *Repeat item.*

Number 28. If people other than your boss ask you for help at work, you should ignore them. *Repeat item.*

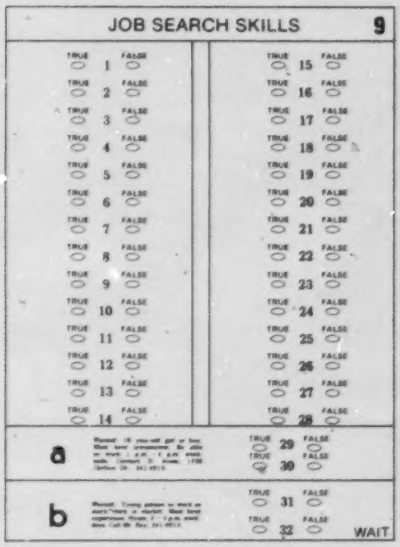
Number 29. The people you work with must be your friends. *Repeat item.*

Number 30. You can be fired for not getting along with fellow workers. *Repeat item.*

SAY: This is the end of the test on Job Behavior. Close your test book. Are there any questions?

Allow discussion.

TEST 5 JOB SEARCH SKILLS



SAY: Open your test book to Page 9.

Make certain that all students are on the right page.

SAY: This test is about looking for a job and how people find jobs. Remember:

- Make your best guess if you don't know the answer to a question.
- Make sure that the only pencil marks are inside the bubbles.
- Listen carefully, because I can only read a sentence twice.

SAY: Find Number 1.

Number 1. If you have to wear a uniform on a job, your boss will always pay for it. *Repeat item.*

Number 2. A weak man can always get the same kind of job a strong man gets. *Repeat item.*

Number 3. Most truck drivers have as much education as doctors. *Repeat item.*

Number 4. Sometimes an employer will hire you before you actually know how to do the job. *Repeat item.*

Number 5. A public job agency charges you money when it helps you get a job. *Repeat item.*

Number 6. The Red Cross usually helps people find jobs. *Repeat item.*

Number 7. The State Employment Office is a private job agency. *Repeat item.*

Number 8. Sometimes the State Employment Office will pay you money if you are out of work. *Repeat item.*

Number 9. Employers usually ask you to fill out a job application to see if you can read and write. *Repeat item.*

Number 10. A job application form is usually filled out after you get a job. *Repeat item.*

Number 11. The word "references" on a job application form means the books you have read. *Repeat item.*

Number 12. Most job applications ask about a person's education and vocational training. *Repeat item.*

Number 13. Friends and relatives may be able to help you find a job. *Repeat item.*

Number 14. Looking in the newspaper to find job listings is a waste of time. *Repeat item.*

Direct students to the next column for Number 15.

SAY: Number 15. Bulletin boards in markets, stores, and laundromats sometimes have job information. *Repeat item.*

Number 16. Some people have gotten jobs for themselves by placing ads in the paper. *Repeat item.*

Number 17. To impress an employer, hang up the phone hard when you are through talking. *Repeat item.*

Number 18. Most employers will hire you by phone. *Repeat item.*

Number 19. When calling for a job interview, it is smart not to give your name. *Repeat item.*

SAY: Number 20. If you are talking on the telephone about a job, it is all right to chew gum or food, since you cannot be seen. *Repeat item.*

Number 21. It is a good idea to look down at your feet when you are being interviewed for a job. *Repeat item.*

Number 22. You should ask an employer about the pay only after you get the job. *Repeat item.*

Number 23. You should chew gum during an interview if you are nervous. *Repeat item.*

Number 24. The job interview is not the place for you to ask questions about a job. *Repeat item.*

Number 25. A list of previous work experiences should include only those jobs that sound important. *Repeat item.*

Number 26. Your job record will show an employer when you have not been working. *Repeat item.*

Number 27. A list of previous work experiences will tell an employer some of the kinds of jobs you can do. *Repeat item.*

Number 28. Your name should come only at the end of your job record. *Repeat item.*

Special directions for the last four items:
These items require some reading. Do not read the ads aloud.
Students may not be helped with words they cannot read or understand.

SAY: At the bottom of Page 9 are two want ads next to the letters "a" and "b." Look at the first one, want ad "a." When I say "Begin," read the want ad next to the letter "a" carefully.

Begin.

a

Wanted: 16 year-old girl or boy. Must have lawnmower. Be able to work 1 p.m. — 4 p.m. weekends. Contact D. Jones, 1326 Carlton Dr., 241-4913.

Pause. Allow time for students to read.

SAY: Now find Number 29. I will read a sentence about the want ad that you just read. You should darken the bubble under the word True or False. You may look at the want ad next to the letter "a" if you need to.

Number 29. The job is only for boys. *Repeat item.*

Number 30. The job is part-time. *Repeat item.*

Make certain that the answers are marked in the correct place.

SAY: Beside the letter "b" at the bottom of the page is another want ad. When I say "Begin," read the ad next to the letter "b" as you did before.

Begin.

b

Wanted: Young person to work as stock clerk in market. Must have experience. Hours, 3 — 5 p.m. weekdays. Call Mr. Ray, 241-8013.

Pause. Allow students to read.

SAY: Find Number 31. Answer the next two questions True or False.

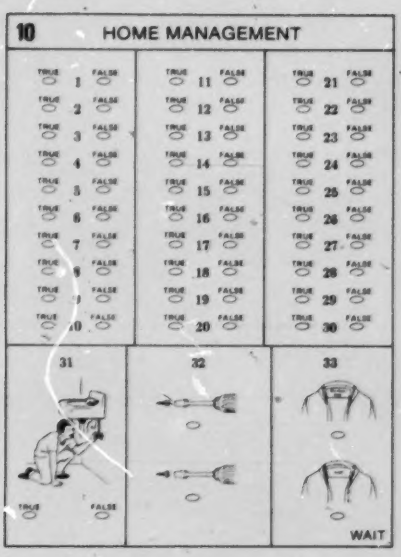
Number 31. To get this job, you must have been a stock clerk before. *Repeat item.*

Number 32. The job is full-time. *Repeat item.*

SAY: We are now through with the test on Job Search Skills. Close your test book. Are there any questions?

Allow discussion.

TEST 6 HOME MANAGEMENT



SAY: Open your test book to Page 10.

Make certain that all students are on the right page.

SAY: This test finds out how much you know about living in your home and taking care of a home. Remember:

- Make your best guess if you don't know the answer to a question.
- Make sure that the only pencil marks are inside the bubbles.
- Listen carefully, because I can only read a sentence twice.

SAY: Find Number 1.

Number 1. It is okay to start cooking dinner if your hands look pretty clean. *Repeat item.*

Number 2. It is okay to store an open can of tuna fish on a shelf in the kitchen. *Repeat item.*

Number 3. Vegetables are better for you when they are cooked in a lot of water. *Repeat item.*

Number 4. Leftover roast beef should be set out to cool overnight. *Repeat item.*

SAY: Number 5. Electrical appliances that are not working properly can be used safely if you do not use them too often. *Repeat item.*

Number 6. It is a waste of money to fix a cracked window. *Repeat item.*

Number 7. Electrical cords should not be placed too close to sinks and bathtubs. *Repeat item.*

Number 8. The best way to put out a fire in an electrical appliance is to pour water on it. *Repeat item.*

Number 9. A faucet that drips when it is turned off usually needs a new washer. *Repeat item.*

Number 10. A loose floorboard cannot be fixed unless you remove all the other boards. *Repeat item.*

Direct students to middle column for Number 11. Make certain they do not go to Number 31.

SAY: Number 11. A circuit breaker turns the water off so that you can work on the plumbing. *Repeat item.*

Number 12. Germs never cause odors. *Repeat item.*

Number 13. Cats and dogs that live indoors make it harder to keep your home clean. *Repeat item.*

Number 14. Mildew and mold are often found in damp places. *Repeat item.*

Number 15. An open jar of turpentine is a fire hazard only if you smoke. *Repeat item.*

Number 16. Frozen meat that has thawed should not be refrozen. *Repeat item.*

Number 17. Frozen strawberries that you buy need to be cleaned before serving. *Repeat item.*

Number 18. Unopened cans of food should be heated on the stove. *Repeat item.*

Number 19. It is not safe to eat food that came from a can with a bulging top. *Repeat item.*

Number 20. When you wash your clothes, you should add a little soap to the rinse water. *Repeat item.*

Direct students to the right-hand column for Number 21. Make certain that they do not go to Number 32.

SAY: Number 21. The best way to get stains out of colored clothes is to add bleach to the wash water. *Repeat item.*

Number 22. Hot water should be used to wash all types of clothes because heat kills germs. *Repeat item.*

Number 23. You usually have to buy a new appliance if the cord or plug is worn out. *Repeat item.*

Number 24. If your dryer does not work, it is best to dry your clothes in the oven. *Repeat item.*

Number 25. You should buy a freezer before you buy a refrigerator. *Repeat item.*

Number 26. A new refrigerator needs to be defrosted before you use it. *Repeat item.*

SAY: Number 27. Fire departments often can help in emergencies such as heart attacks and drownings. *Repeat item.*

Number 28. The water company will repair a leaky pipe inside your house. *Repeat item.*

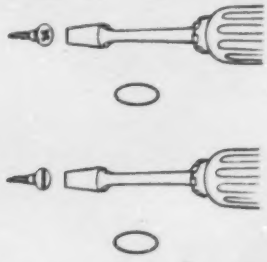
Number 29. If you move into an apartment that already has a telephone, you still need to contact the telephone company for service. *Repeat item.*

Number 30. A garbage man usually gives his customers free garbage cans. *Repeat item.*

Direct students to the bottom left for Number 31.

SAY: Number 31. The picture shows where the water should be turned off if a big water pipe breaks in your home. *Repeat item.*

SAY: Number 32. Darken the bubble under the picture that shows a screwdriver and screw that would work best together. *Repeat item.*

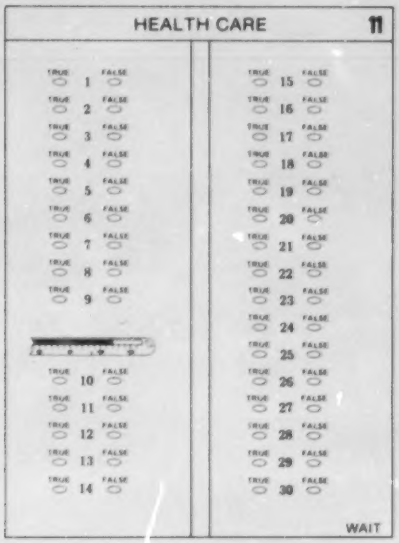


SAY: Number 33. Darken the bubble under the picture that shows a sweater that cannot be washed. *Repeat item.*

SAY: This is the end of the test on Home Management. Close your test book. Are there any questions?

Allow discussion.

TEST 7 HEALTH CARE



SAY: Open your test book to Page 11.

Make certain that all students are on the right page.

SAY: This test is about health care and how to stay healthy. Remember:

- Make your best guess if you don't know the answer to a question.
- Make sure that the only pencil marks are inside the bubbles.
- Listen carefully, because I can only read a sentence twice.

SAY: Find Number 1.

Pause.

SAY: Number 1. You should not use medicine that is prescribed for another person. *Repeat item.*

Number 2. You do not need to read the label on medicine a doctor prescribed for you. *Repeat item.*

Number 3. A pregnant woman should eat anything, just so she is happy. *Repeat item.*

Number 4. Sometimes hospitals will teach pregnant women how to take care of their babies. *Repeat item.*

Number 5. Even if a girl is not married, when she is pregnant she ought to see a doctor. *Repeat item.*

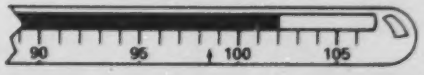
Number 6. Regular visits to the doctor are a waste of money when you are pregnant, because being pregnant is just a natural thing. *Repeat item.*

Number 7. When a person has no fever, the body temperature is around 98.6°. *Repeat item.*

Number 8. The best way to clean a thermometer is to wash it in hot water. *Repeat item.*

Number 9. After you take your temperature, you should shake the thermometer before you read it. *Repeat item.*

Number 10. A person with a temperature like the one shown in the picture is sick. *Repeat item.*



SAY: Number 11. A baby who wears a wet diaper for a long time could get a rash. *Repeat item.*

Number 12. Children who are seriously ill often need to eat more than usual to become healthy again. *Repeat item.*

Number 13. Going to a doctor for a checkup is a waste of money if you are not sick. *Repeat item.*

Number 14. You do not have to pay any attention to skin rashes on babies and young children. *Repeat item.*

Direct students to the next column for Number 15.

SAY: Number 15. It is usually more important to watch a cold in a baby than it is in an older child. *Repeat item.*

Number 16. If a child gets a bad burn, you should wrap the burn in a tight bandage to keep the germs out. *Repeat item.*

Number 17. Most drugs should be taken only when a doctor recommends them. *Repeat item.*

SAY: Number 18. Most people can drive safely after drinking only three or four beers. *Repeat item.*

Number 19. If you are taking medicine such as aspirin every day, you should see a doctor. *Repeat item.*

Number 20. Small children sometimes eat dangerous things that do not taste good, such as aspirin, cleaners, and garden sprays. *Repeat item.*

Number 21. The best place to keep family medicines is on a table right next to the mother's bed. *Repeat item.*

Number 22. If you are going hiking where there are poisonous snakes, you should wear tennis shoes. *Repeat item.*

Number 23. You should taste a few berries from a strange bush or plant to make sure that they are not poisonous. *Repeat item.*

Number 24. On a cold day, the best way to warm up your car is to run the motor in a closed garage. *Repeat item.*

Number 25. If you see a dog or a squirrel that looks sick, you should try to take it home and make it well. *Repeat item.*

Number 26. Your doctor is the only person who should give you emergency medical treatment. *Repeat item.*

Number 27. Telephone operators are usually too busy to help someone who calls about a sudden illness or an accident. *Repeat item.*

Number 28. A person who says he feels fine after being in a bad accident should be made to lie still for a while. *Repeat item.*

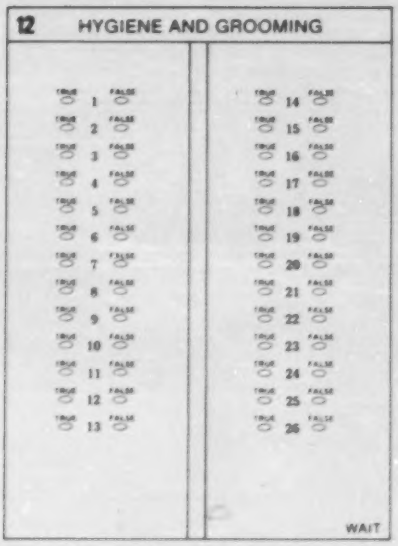
Number 29. If you are bleeding badly from a cut, you should call a doctor before doing anything else. *Repeat item.*

Number 30. If you feel sick to your stomach after you have been out in the sun for a long time, you should put a warm rag on your head. *Repeat item.*

SAY: This is the end of the test on Health Care. Close your test book. Are there any questions?

Allow discussion.

TEST 8 HYGIENE AND GROOMING



SAY: Open your test book to Page 12.

Make certain that all students are on the right page.

SAY: This test is about keeping clean and staying healthy. Remember:

- Make your best guess if you don't know the answer to a question.
- Make sure that the only pencil marks are inside the bubbles.
- Listen carefully, because I can only read a sentence twice.

SAY: Find Number 1.

Number 1. Taking a bath or shower is a waste of time if your body does not look dirty. *Repeat item.*

Number 2. If you chew sugarless gum, you do not need to brush your teeth every day. *Repeat item.*

Number 3. Some soaps can irritate your skin. *Repeat item.*

Number 4. Fingernails should be cut as close to your skin as possible. *Repeat item.*

Number 5. If you want to have a mole or a wart removed, you should see a doctor. *Repeat item.*

SAY: Number 6. Some soaps and shampoos can cause your eyes to burn. *Repeat item.*

Number 7. You should not go to doctors and dentists, because they cost too much. *Repeat item.*

Number 8. You should go to the doctor only when you are sick. *Repeat item.*

Number 9. Doctors at the Public Health Office charge a lot of money. *Repeat item.*

Number 10. Being overweight can cause health problems. *Repeat item.*

Number 11. All cuts and scratches should be treated by a doctor. *Repeat item.*

Number 12. Headaches might be a sign of eye trouble. *Repeat item.*

Number 13. You can always tell when you need glasses. *Repeat item.*

Direct students to the next column for Number 14.

SAY: Number 14. Exercise is only good for young people. *Repeat item.*

Number 15. If your body looks clean, then you know it will smell clean. *Repeat item.*

Number 16. A dirty body can lead to poor health. *Repeat item.*

Number 17. If your gums bleed, you are probably brushing your teeth too often. *Repeat item.*

Number 18. Washing your body can help prevent disease. *Repeat item.*

Number 19. Wearing dirty clothes all of the time can cause sores on your body. *Repeat item.*

Number 20. If you brush your teeth after every meal, you will not need to go to the dentist. *Repeat item.*

Number 21. Covering your mouth when you cough is necessary only when you are sick. *Repeat item.*

Number 22. Deodorants help keep your body clean. *Repeat item.*

Number 23. If you use a mouthwash regularly, you do not need to brush your teeth very often. *Repeat item.*

Number 24. Shaving can irritate your skin. *Repeat item.*

Number 25. You do not need to wash with soap and water if you use perfume or aftershave lotion. *Repeat item.*

Number 26. Deodorant and hair sprays can hurt your eyes. *Repeat item.*

SAY: This is the end of the test on Hygiene and Grooming. Close your test book. Are there any questions?

Allow discussion.

TEST 9 FUNCTIONAL SIGNS

Each item of this test deals with reading and interpreting a type of sign or set of signs. The last four items require the student to mark more than one sign to receive credit. Sample Item Number 4 on the inside cover of the test book illustrates this concept. Have the students do this sample item before beginning the test.

SAY: This test deals with your ability to read and understand different kinds of signs. Most of the items are True-False like those you have answered before. Some of the items are different though, and I want to make sure you understand how to do them.

Open your test book to Page 2 where the sample items are located.

Make certain that all students are at the right place.

SAY: Look at Sample Number 4. You will see that it has three signs. I will read a sentence and you will darken the bubble under the correct sign or signs. *There may be more than one sign that is correct, and you must mark all the correct ones.*

Ready?

SAY: Darken the bubble under all the signs that mean you may not move forward. *Repeat item.*

Every student's answer must be checked.

SAY: There are two signs that mean you cannot move forward. These signs say "DON'T WALK" and "WAIT." To get the answer right you should have darkened the bubbles under both of these signs.

Are there any questions?

Pause for questions if necessary.

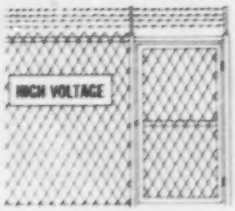
SAY: Now turn to Page 13 for the test on signs.

Make certain that all students are on the right page.

SAY: For each picture I will read a sentence twice. You are to listen to the sentence, read the sign, then darken the bubble under True or False.

DO NOT READ ANY OF THE SIGNS FOR THE STUDENTS.

SAY: Number 1. This sign warns you about powerful electrical equipment nearby. *Repeat item.*



Make certain students go to Number 2. Ensure they do not go to Number 6.

SAY: Number 2. This sign tells you that something will not burn. *Repeat item.*

SAY: Number 3. This box is safe in water because it is waterproof. *Repeat item.*

SAY: Number 4. This sign means there are rooms or apartments for rent. *Repeat item.*

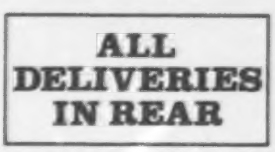
SAY: Number 5. The instructions on this box are only for firemen. *Repeat item.*

Direct students to the middle column for Number 6.

SAY: Number 6. You pull this door toward you to open it. *Repeat item.*

SAY: Number 7. This sign tells you that the dogs are friendly. *Repeat item.*

SAY: Number 8. This sign tells you that you must deliver things to the front door of the building. *Repeat item.*



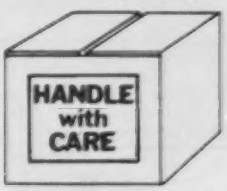
SAY: Number 9. This sign tells you of an exit used during an emergency. *Repeat item.*

SAY: Number 10. You may pass this school bus any time you do not see children getting on or off. *Repeat item.*

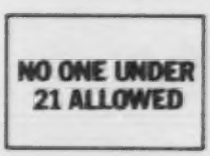
Direct students to the right column for Number 11.

SAY: Number 11. This sign tells you that the store or office is closed. *Repeat item.*

SAY: Number 12. This box can be dropped without hurting anything. *Repeat item.*

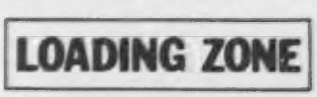


SAY: Number 13. You may need to show identification to enter a building that has this sign on it. *Repeat item.*



SAY: Number 14. This sign means you can increase your speed. *Repeat item.*

SAY: Number 15. This sign means you can park your car for as long as you want. *Repeat item.*



SAY: Turn to Page 14. Find Number 16 at the top of the page.

Number 16. This sign means that you must travel a different way than usual. *Repeat item.*

SAY: Number 17. There is an opportunity for a job when you see this sign. *Repeat item.*

Direct students to the middle column for Number 18. Make certain that they do not go to Number 22.

SAY: Number 18. This sign tells where the police station is. *Repeat item.*

SAY: Number 19. This sign tells you where to go for emergency shelter. *Repeat item.*

Direct students to go to the right column for Number 20. Make certain that they do not go to Number 22.

SAY: Number 20. This sign tells you where you can put your trash. *Repeat item.*

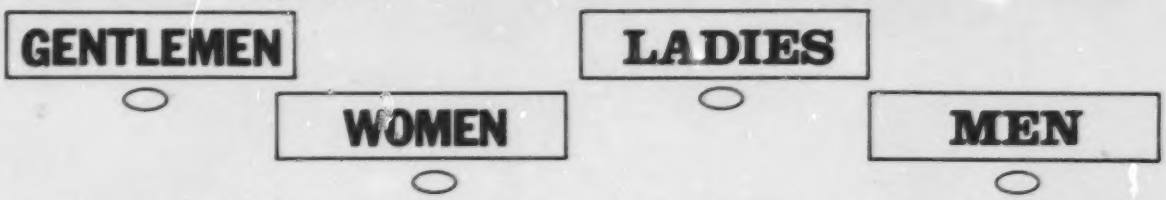
SAY: Number 21. If the lights are flashing at this signal, you may cross without stopping as long as you cannot see a train. *Repeat item.*

Special Directions for Number 22 through 26.

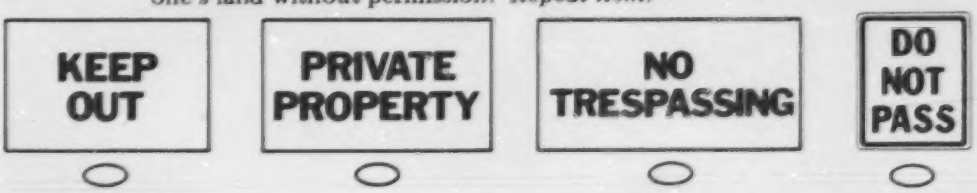
SAY: For the rest of the questions, you are to darken in the bubble under the signs that I tell you about. Remember, as in the sample we did there may be more than one correct answer.

SAY: Number 22. Darken the bubble under all the signs that tell where to go out of a building. *Repeat item.*

SAY: Number 23. Darken the bubble under all the signs that tell where a "men's bathroom" is. *Repeat item.*

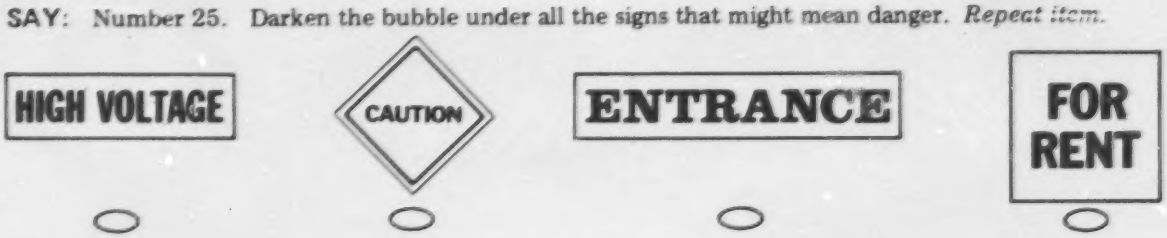


SAY: Number 24. Darken the bubble under all the signs that tell you you should not enter someone's land without permission. *Repeat item.*

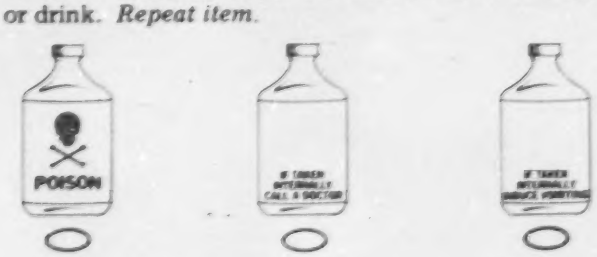


SAY: Go to Page 15.

SAY: Number 25. Darken the bubble under all the signs that might mean danger. *Repeat item.*



SAY: Number 26. Darken the bubble under the bottles that contain something you should not eat or drink. *Repeat item.*



SAY: That is the end of the test on Functional Signs. I'm sure you all did well. Close your test book.

Allow discussion.

PART 4

Handling, Scoring and Reporting

HANDLING MACHINE-SCORABLE MATERIALS

When a testing series is completed, it is important that the materials be handled properly. Mishandling can create serious problems in machine-scoring and waste time and money.

At the end of the last testing session, the examiner should check the back cover of each machine-scorable test book to be sure that the data have been filled in completely and accurately. If the tests are being scored at CTB/McGraw-Hill, a *Group Information Sheet* is provided for each examiner. It is important that this sheet be completed and returned to CTB/McGraw-Hill with the students' test books. This form must be completely filled in according to the instructions on the sheet before materials are packaged and forwarded to CTB/McGraw-Hill for scoring.

All test books should be checked carefully for the following:

- All identifying data required are accurately and completely filled in.
- Response marks are heavy and dark, completely filling the bubbles.
- Rejected responses have been erased.
- All extraneous marks and smudges have been completely erased.

The examiner should stack the used test books with the completed *Group Information Sheet* on top. These materials should then be returned to the staff member who coordinates testing. *Examiner's Manuals* and extra test books should be returned to the same person separately.

SCORING AND REPORTING

Scoring procedures for SPIB are adaptable to a variety of user needs, from the scoring of SPIB for individual students to the processing of results for a school, school district, county, or state. Scores may be reported as Raw Scores, Percentage Correct or Reference Group Percentile Rank.

Definition and Interpretation of Scores

Raw Score

When a test is scored, the first score to be obtained is a raw score. In SPIB, the raw score is simply the number of items that were answered correctly. This score is not particularly meaningful; it cannot be compared with a raw score on other tests, because the number of items and the difficulty of the items differ from test to test. More widely used scores that are available for this test battery are Percentage Correct and Percentile Ranks.

Percentage Correct

The percentage correct score is an easily understood concept and commonly used in scoring classroom tests. It is obtained by dividing the raw score by the total possible score and con-

verting the result to a percentage equivalent. This score is especially useful to teachers, schools or districts who wish to group student performances without comparing to a norm group. For instance, percentage correct scores used with locally determined standards, allow student performances to be rated as "High," "Middle," or "Low." Use of the reference group data reported for SPIB in Table 3 of Part 5 can help set local standards.

Percentage correct scores, although helpful for categorizing and grouping students according to scores on particular tests, do not lend themselves to direct comparisons with other tests because of differences in length or difficulty of tests. For example: at the Junior High level, the average reference group score for the Banking test was 61 per cent correct. On the Personal Hygiene test the average percentage correct was 72 per cent. Thus the same standards for grouping performance on these two tests would normally not be used. To make finer distinctions among scores that deal with normative comparisons requires the use of percentile ranks.

Percentile Rank

Percentile rank is another score commonly used for reporting test results. Percentile rank conversions are also contained in the tables in Part 5. A student's percentile rank may be interpreted as the percentage of students in a reference group that scored lower than the student. It is computed as the percentage of students with a lower raw score, plus one-half the number of students with the same raw score. If a student's raw score converts to a percentile rank of 62, this means that the student performed better than approximately 62 per cent of the students in the reference group. Percentile rank can be used to compare a student's performance on several tests if the norm group of each of the tests consists of the same students. Therefore, a student's percentile rank for any one of the tests of SPIB can be directly compared with that for any other test in the battery.

A scale of percentile ranks is not a scale of equal measuring units. For this reason, percentile

Table 2
DISTINCTIONS BETWEEN VALID AND NONVALID SCORES

TYPES OF SCORES	VALID	NONVALID
ITEM SCORE	An item scored to be either *correct* (only the correct answer is marked) or *incorrect* (an incorrect answer is marked)	Any item that is either: (1) *omitted* or (2) *multiple marked* (except for Items 22-26 of Test 9)
TEST SCORE	When the test contains no more than five nonvalid items	When there are six or more nonvalid items in test
TOTAL BATTERY SCORE	When all test scores are valid	When at least one test score is nonvalid

ranks cannot be used for computing means, standard deviations, correlation coefficients, and other statistics.

Percentile ranks are commonly used for reporting test results to parents. When percentile ranks are reported to persons not skilled in testing, it is advisable to emphasize that these numbers represent the percentage of students with lower scores than a given individual. They do *not* represent the percentage of items answered correctly.

Defining Reference Groups

SPIB users should note that the Junior High reference group consisted of students in the seventh, eighth, and ninth grades, and the Senior High reference group of students in the tenth through twelfth grades. The authors recognize that some schools and school districts include ninth grade students in Senior High programs. In such instances, the High School reference statistics are generally more applicable and should be used in evaluating the ninth grade students' progress.

Nonvalid Scores

Although the concept of the raw scores on SPIB is an easy one to comprehend, the examiner must be careful about the possibility of nonvalid scores on individual tests. If any of the nine SPIB test scores is nonvalid, the total battery score is nonvalid. The distinctions between valid and nonvalid scores are shown in Table 2.

A test is also considered nonvalid if a student fails to finish a test. In such situations, no score should be reported for that test or for the battery, unless a makeup session is feasible.

Hand-Scoring SPIB and Forms Provided

SPIB may be scored by hand by comparing the answers in the test books with the *Answer Key* that is inserted in this manual.

Using the *Answer Key*, punch out the bubbles corresponding to the correct responses of the odd-numbered pages on one unused test book and the even-numbered pages on another unused book. Take the books apart and overlay these sheets onto the completed test books, so that the student's correct answers appear in the windows of the scoring key.

To hand-score a group of SPIB tests, the following steps are recommended:

- First, scan all tests, drawing a line through all responses for any item that shows more than one response marked. (Note: Multiple responses are possible on Items 22-26 of Test 9, Functional Signs.)
- Score all copies of each page of the test book before proceeding.
- Do not close the book after scoring a page.
- When scoring a test, use a colored pencil. Make a check mark on each correct item. At the bottom of each page, record the number of check marks on that page.
- Be certain never to mark the Sample Items on Page 2 or to include them in the test scores.
- After all pages of each of the test books have been scored, add the number of correct responses recorded at the bottom of each page for each test.
- When all tests have been scored and scores recorded, the books should be destroyed.

Two forms are available to record hand-scored SPIB results: The *Student Profile Sheet* and the *Class Record Sheet for Hand Scoring*. The *Student Profile Sheet* is printed on the back cover of the hand-scorable test book. It provides spaces for recording raw scores, percentage correct, and reference group percentile ranks for each of the nine tests and the total battery. The *Class Record Sheet* provides for recording the same information for up to twenty students. Instructions for its use are printed at the bottom of the sheet. Tables used for converting raw scores to percentage correct and reference group percentile ranks for each test and the total battery are contained in Part 5 of this manual.

Machine-Scoring SPIB and Reports Provided

CTB/McGraw-Hill provides CompuScan scoring services for SPIB. The tests are scored by optical

mark-reading equipment, capable of high-speed processing that can read marks coded on the machine-scorable test books. The equipment can discriminate between erasures and intended marks as well as light and irregular marks.

Instructions for preparing completed test books for machine-scoring are found on Page 45.

Test users should consult the local CTB/McGraw-Hill field representative or communicate directly with CTB/McGraw-Hill in Monterey, California, before ordering SPIB CompuScan scoring services. The term "CompuScan Scoring Service" refers to scoring of CompuScan machine-scorable materials by CTB/McGraw-Hill.

Below is a brief description of available scoring reports. The use of these reports in planning and evaluating programs is discussed in the *User's Guide*.

Class Record Sheet

The *Class Record Sheet* lists all students' names and presents for them: (1) raw scores, (2) percentage correct, (3) reference group percentile rank, and (4) for each student the quartile deviation from the reference group median on each of the nine SPIB tests and the total battery. Class averages are presented following the student lists.

The students' names on the *Class Record Sheet* may be listed alphabetically by class or grade, or they may be listed from high to low score with reference to any total score of SPIB, depending on the needs of the teacher or administrator.

Individual Test Record

The *Individual Test Record* (ITR) is another report available from the CompuScan scoring service. The ITR contains all of a student's test information on a single computer printout and is convenient for use in counseling, parent conferences, and student records.

In addition to containing the same information for a student as the *Class Record Sheet*, the ITR presents the student's performance on each test as a band of percentile ranks that extends one standard error of measurement above and below the actual percentile rank score obtained by the student. The teacher can interpret this band as the range within which the student's "true" score probably lies. Comparisons of a student's scores with those of the reference group (obtained during test development) are provided.

Administrator's Summary

The *Administrator's Summary* provides in condensed form an analysis of the average scores obtained on each test for the schools of the district. District totals are included in the set of scores. Raw scores, percentage correct, and reference group percentile ranks are highlighted.

Other Measures

SPIB authors and CTB/McGraw-Hill agree with those who point out that test results, however useful, must be considered with information that is available only to the teacher who has personal knowledge of the child as an individual. The careful teacher will gather as much information as possible to plan a course of instruction for a class or an individual. Test data are only part of the information that the teacher needs for such planning.

PART 5

Conversion Tables

This part of the *Examiner's Manual* contains three tables that are used in converting *raw scores* obtained by students on the nine SPIB tests, and on the total battery, to Percentage Correct Scores, or to Reference Group Percentile Ranks, and a fourth table presenting reference group means and standard deviations. They may be used when tests are scored by hand, or when the examiner wishes to check reports prepared by machine scoring. Examples for using each table are included in the descriptions below.

Table 3

REFERENCE GROUP MEANS AND STANDARD DEVIATIONS

Table 3 presents the raw score means and standard deviations achieved by the reference group on each of the nine SPIB tests and the total battery. These figures can be useful in comparing group average scores on each test and for the total battery. The table also includes mean percentage correct conversions for these scores. These can be used for setting local standards of expectations for students taking SPIB. Further information on effective use of all the tables contained in Part 5 is found in the *User's Guide*.

Table 4

INDIVIDUAL TEST CONVERSIONS– JUNIOR HIGH LEVEL

Table 4 gives the equivalent Percentage Correct Scores and Reference Group Percentile Ranks for Junior High level students on each of the nine SPIB tests. To use Table 4, locate a student's raw score on any test in either the far left or far right column. The corresponding conversions for this raw score are found by reading across from the raw score to the correct test heading.

Example: A Junior High level student who achieved a raw score of 26 on the Banking Test, correctly answered 84 per cent of the items (Percentage Correct), and scored better than approximately 93 per cent of the students in the reference group on this test (Reference Group Percentile Rank).

Table 5

INDIVIDUAL TEST CONVERSIONS– SENIOR HIGH LEVEL

Table 5 gives the equivalent Percentage Correct Scores and Reference Group Percentile Ranks for Senior High level students on each of the nine SPIB tests. To use Table 5, locate a student's raw score on any test in either the far left or far right column. The corresponding conversions for this raw score are found by reading across from the raw score to the correct test heading.

Example: A Senior High level student who achieved a raw score of 19 on the Home Management Test, correctly answered 58 per cent of the items

(Percentage Correct), and performed better than approximately 14 per cent of the students in the reference group on this test (Reference Group Percentile Rank).

Table 6

TOTAL BATTERY CONVERSIONS – JUNIOR AND SENIOR HIGH LEVELS

Table 6 presents the Percentage Correct scores and Reference Group Percentile Ranks for both Junior and Senior High levels for SPIB Total Battery Scores. To use the table, find the student's Total Battery Raw Score, which is obtained by adding together the raw scores for all nine SPIB tests. Locate that battery raw score in the proper column of the table. To the right are columns presenting the Total Battery Percentage Correct Score and columns giving the appropriate Junior and Senior High level Reference Group Percentile Ranks.

Example: A Senior High level student obtains a Total Battery Raw Score of 227 on the nine SPIB tests. From the table, the student correctly answered 82 per cent of the items, and from the "Senior High Percentile Rank" column, the student performed better than approximately 62 per cent of the students in the reference group.

Note: The lowest Total Battery Score achieved by *any* student in the reference group was 98 items correct. Therefore, Table 6 begins at that point. To find a Total Battery Score for any student who scores below that point, divide the sum of the student's raw scores on the nine SPIB tests by the total possible score (277), to find the Percentage Correct Score. The student's percentile ranking would be in the 1st percentile.

The highest Total Battery Scores achieved by students in the reference groups were 258 at the Junior High level, and 264 at the Senior High level. Therefore, the Percentile Ranks in Table 6 are not reported above those points. Any student who achieves a higher Total Battery Score would be regarded as being in the 99th percentile rank.

Table 3
REFERENCE GROUP
Raw Score Means and Standard Deviations
Junior and Senior High Levels

	No. of Items	JUNIOR HIGH LEVEL			SENIOR HIGH LEVEL		
		Raw Score Mean	Standard Deviation	%age Correct	Raw Score Mean	Standard Deviation	%age Correct
Purchasing	36	24.5	5.6	68.1	27.5	5.4	76.4
Budgeting	33	21.7	5.0	65.8	24.3	5.0	73.6
Banking	31	18.9	4.2	61.0	22.2	4.2	71.6
Job Related Behavior	30	19.6	4.2	65.3	21.6	3.9	72.0
Job Search Skills	32	20.7	4.8	64.7	23.8	4.0	74.4
Home Management	33	21.8	5.3	66.1	24.5	4.9	74.2
Health Care	30	21.2	4.4	70.7	23.0	3.8	76.7
Hygiene and Grooming	26	18.7	3.9	71.9	20.5	3.7	78.8
Functional Signs	26	18.3	3.9	70.4	20.6	3.5	79.2
Total Battery	277	185.6	34.3	67.0	208.2	31.1	75.2

Based upon 453 Junior High and 453 Senior High School EMR students.

Table 4
INDIVIDUAL TEST CONVERSIONS – JUNIOR HIGH LEVEL
Test Raw Score to Percentage Correct and Reference Group Percentile Rank

RAW SCORE	PURCHASING HABITS		BUDGETING		BANKING		JOB BEHAVIOR		JOB SEARCH SKILLS		RAW SCORE
	%age Correct	Ref. Group %ile Rank	%age Correct	Ref. Group %ile Rank	%age Correct	Ref. Group %ile Rank	%age Correct	Ref. Group %ile Rank	%age Correct	Ref. Group %ile Rank	
1	3	1	3	1	3	1	3	1	3	1	1
2	6	1	6	1	6	1	7	1	6	1	2
3	8	1	9	1	10	1	10	1	9	1	3
4	11	1	12	1	13	1	13	1	13	1	4
5	14	1	15	1	16	1	17	1	16	1	5
6	17	1	18	1	19	1	20	1	19	1	6
7	19	1	21	1	23	1	23	1	22	1	7
8	22	1	24	1	26	1	27	1	25	1	8
9	25	1	27	1	29	1	30	1	28	1	9
10	28	2	30	1	32	1	33	1	31	1	10
11	31	4	33	1	35	1	37	1	34	3	11
12	33	4	36	2	39	3	40	3	38	5	12
13	36	5	39	4	42	7	43	6	41	7	13
14	39	6	42	6	45	12	47	11	44	11	14
15	42	8	45	10	48	19	50	17	47	16	15
16	44	11	48	15	52	27	53	24	50	20	16
17	47	14	52	19	55	36	57	31	53	25	17
18	50	17	55	24	58	45	60	39	56	29	18
19	53	20	58	30	61	54	63	47	59	35	19
20	56	24	61	37	65	62	67	53	63	42	20
21	58	30	64	45	68	69	70	59	66	51	21
22	61	35	67	52	71	76	73	67	69	57	22
23	64	40	70	59	74	83	77	77	72	63	23
24	67	46	73	66	77	88	80	84	75	70	24
25	69	52	76	72	81	91	83	91	78	77	25
26	72	57	79	78	84	93	87	96	81	84	26
27	75	63	82	83	87	95	90	98	84	91	27
28	78	68	85	87	90	98	93	99	88	95	28
29	81	74	88	91	94	99	97	99	91	98	29
30	83	81	91	94	97	99	100	99	94	99	30
31	86	88	94	96	100	99			97	99	31
32	89	92	97	99					100	99	32
33	92	95	100	99							33
34	94	98									34
35	97	99									35
36	100	99									36

Note: Percentage Correct Scores are reported to the nearest whole percentage.

Table 4 (Continued)

RAW SCORE	HOME MANAGEMENT		HEALTH CARE		HYGIENE & GROOMING		FUNCTIONAL SIGNS		RAW SCORE
	%age Correct	Ref. Group %ile Rank	%age Correct	Ref. Group %ile Rank	%age Correct	Ref. Group %ile Rank	%age Correct	Ref. Group %ile Rank	
1	3	1	3	1	4	1	4	1	1
2	6	1	7	1	8	1	8	1	2
3	9	1	10	1	12	1	12	1	3
4	12	1	13	1	15	1	15	1	4
5	15	1	17	1	19	1	19	1	5
6	18	1	20	1	23	1	23	1	6
7	21	1	23	1	27	1	27	1	7
8	24	1	27	1	31	1	31	1	8
9	27	1	30	1	35	1	35	1	9
10	30	2	33	1	38	1	38	3	10
11	33	3	37	2	42	4	42	6	11
12	36	5	40	3	46	7	46	9	12
13	39	7	43	5	50	10	50	12	13
14	42	10	47	7	54	15	54	16	14
15	45	13	50	11	58	20	58	20	15
16	48	15	53	15	62	26	62	26	16
17	52	19	57	18	65	31	65	33	17
18	55	24	60	22	69	39	69	40	18
19	58	28	63	28	73	47	73	49	19
20	61	34	67	34	77	58	77	59	20
21	64	41	70	42	81	68	81	69	21
22	67	48	73	51	85	78	85	80	22
23	70	56	77	59	88	87	88	89	23
24	73	64	80	69	92	92	92	95	24
25	76	71	83	79	96	97	96	98	25
26	79	77	87	87	100	99	100	99	26
27	82	84	90	94					27
28	85	89	93	97					28
29	88	93	97	99					29
30	91	96	100	99					30
31	94	98							31
32	97	99							32
33	100	99							33
34									34
35									35
36									36

Note: Percentage Correct Scores are reported to the nearest whole percentage.

Table 5

INDIVIDUAL TEST CONVERSIONS – SENIOR HIGH LEVEL

Test Raw Score to Percentage Correct and Reference Group Percentile Rank

RAW SCORE	PURCHASING HABITS		BUDGETING		BANKING		JOB BEHAVIOR		JOB SEARCH SKILLS		RAW SCORE
	%age Correct	Ref. Group %ile Rank	%age Correct	Ref. Group %ile Rank	%age Correct	Ref. Group %ile Rank	%age Correct	Ref. Group %ile Rank	%age Correct	Ref. Group %ile Rank	
1	3	1	3	1	3	1	3	1	3	1	1
2	6	1	6	1	6	1	7	1	6	1	2
3	8	1	9	1	10	1	10	1	9	1	3
4	11	1	12	1	13	1	13	1	13	1	4
5	14	1	15	1	16	1	17	1	16	1	5
6	17	1	18	1	19	1	20	1	19	1	6
7	19	1	21	1	23	1	23	1	22	1	7
8	22	1	24	1	26	1	27	1	25	1	8
9	25	1	27	1	29	1	30	1	28	1	9
10	28	1	30	1	32	1	33	1	31	1	10
11	31	1	33	1	35	1	37	1	34	1	11
12	33	1	36	1	39	1	40	1	38	1	12
13	36	1	39	1	42	1	43	1	41	1	13
14	39	1	42	2	45	2	47	3	44	1	14
15	42	2	45	4	48	4	50	5	47	2	15
16	44	3	48	7	52	8	53	9	50	4	16
17	47	4	52	9	55	12	57	13	53	7	17
18	50	6	55	13	58	27	60	18	56	10	18
19	53	8	58	18	61	24	63	24	59	14	19
20	56	11	61	22	65	30	67	31	63	19	20
21	58	15	64	26	68	36	70	39	66	23	21
22	61	18	67	32	71	45	73	48	69	29	22
23	64	22	70	38	74	55	77	57	72	38	23
24	67	26	73	44	77	63	80	68	75	47	24
25	69	30	76	50	81	71	83	79	78	56	25
26	72	34	79	58	84	77	87	89	81	67	26
27	75	41	82	66	87	85	90	96	84	76	27
28	78	47	85	73	90	92	93	99	88	85	28
29	81	54	88	80	94	96	97	99	91	91	29
30	83	62	91	88	97	99	100	99	94	97	30
31	86	71	94	95		99		100	97	99	31
32	89	78	97	99					100	99	32
33	92	86	100	99							33
34	94	92									34
35	97	97									35
36	100	99									36

Note: Percentage Correct Scores are reported to the nearest whole percentage.

Table 5 (Continued)

RAW SCORE	HOME MANAGEMENT		HEALTH CARE		HYGIENE & GROOMING		FUNCTIONAL SIGNS		RAW SCORE
	%age Correct	Ref. Group %ile Rank	%age Correct	Ref. Group %ile Rank	%age Correct	Ref. Group %ile Rank	%age Correct	Ref. Group %ile Rank	
1	3	1	3	1	4	1	4	1	1
2	6	1	7	1	8	1	8	1	2
3	9	1	10	1	12	1	12	1	3
4	12	1	13	1	15	1	15	1	4
5	15	1	17	1	19	1	19	1	5
6	18	1	20	1	23	1	23	1	6
7	21	1	23	1	27	1	27	1	7
8	24	1	27	1	31	1	31	1	8
9	27	1	30	1	35	1	35	1	9
10	30	1	33	1	38	1	38	1	10
11	33	1	37	1	42	2	42	2	11
12	36	2	40	1	46	3	46	2	12
13	39	3	43	1	50	5	50	4	13
14	42	3	47	3	54	7	54	6	14
15	45	5	50	4	58	10	58	8	15
16	48	7	53	6	62	15	62	10	16
17	52	9	57	8	65	18	65	13	17
18	55	11	60	11	69	23	69	18	18
19	58	14	63	15	73	28	73	25	19
20	61	18	67	20	77	36	77	35	20
21	64	23	70	27	81	46	81	46	21
22	67	28	73	35	85	58	85	58	22
23	70	34	77	43	88	71	88	73	23
24	73	40	80	55	92	84	92	85	24
25	76	47	83	67	96	94	96	94	25
26	79	56	87	76	100	99	100	99	26
27	82	65	90	85					27
28	85	73	93	94					28
29	88	82	97	99					29
30	91	89	100	99					30
31	94	95							31
32	97	98							32
33	100	99							33
34									34
35									35
36									36

Note: Percentage Correct Scores are reported to the nearest whole percentage.

Table 6

TOTAL BATTERY CONVERSIONS – JUNIOR AND SENIOR HIGH LEVELS

Test Raw Score to Percentage Correct and Reference Group Percentile Rank

RAW SCORE	PERCENTAGE CORRECT	JR. HIGH %ILE RANK	SR. HIGH %ILE RANK
98	35	1	1
99	36	1	1
100	36	1	1
101	36	1	1
102	37	1	1
103	37	1	1
104	38	1	1
105	38	1	1
106	38	1	1
107	39	1	1
108	39	1	1
109	39	1	1
110	40	1	1
111	40	1	1
112	40	2	1
113	41	2	1
114	41	2	1
115	42	2	1
116	42	3	1
117	42	3	1
118	43	3	1
119	43	3	1
120	43	4	1
121	44	4	1
122	44	4	1
123	44	4	1
124	45	4	1
125	45	4	1
126	45	4	1
127	46	5	1
128	46	5	1
129	47	6	1
130	47	6	1
131	47	6	1
132	48	7	1
133	48	7	1
134	48	8	1
135	49	8	2
136	49	9	2
137	49	10	2
138	50	10	3
139	50	11	3
140	51	11	3
141	51	12	3
142	51	12	3
143	52	12	3
144	52	12	4
145	52	13	4
146	53	13	4
147	53	14	4
148	53	14	5
149	54	14	5
150	54	15	5
151	55	15	5
152	55	16	6
153	55	16	6
154	56	17	7
155	56	18	7
156	56	19	7
157	57	19	7

Note: Percentage Correct Scores are reported to the nearest whole percentage.

Table 6 (Continued)

RAW SCORE	PERCENTAGE CORRECT	JR. HIGH %ILE RANK	SR. HIGH %ILE RANK
158	57	21	7
159	57	22	8
160	58	22	8
161	58	22	9
162	58	23	9
163	59	24	9
164	59	25	9
165	60	26	10
166	60	26	10
167	60	27	11
168	61	27	11
169	61	28	12
170	61	28	13
171	62	29	14
172	62	30	15
173	62	31	15
174	63	32	16
175	63	33	16
176	64	34	17
177	64	35	18
178	64	36	18
179	65	37	18
180	65	37	19
181	66	38	20
182	66	40	21
183	66	41	21
184	66	43	22
185	67	44	23
186	67	46	23
187	68	47	24

RAW SCORE	PERCENTAGE CORRECT	JR. HIGH %ILE RANK	SR. HIGH %ILE RANK
188	68	48	24
189	68	48	24
190	69	49	25
191	69	50	25
192	69	52	26
193	70	53	26
194	70	54	27
195	70	55	27
196	71	56	28
197	71	56	29
198	71	58	29
199	72	59	29
200	72	59	30
201	73	60	31
202	73	60	33
203	73	62	33
204	74	63	35
205	74	64	36
206	74	65	36
207	75	66	38
208	75	68	39
209	75	69	40
210	76	70	41
211	76	71	41
212	77	72	43
213	77	73	45
214	77	74	46
215	78	75	48
216	78	76	50
217	78	77	51

Note: Percentage Correct Scores are reported to the nearest whole percentage.

Table 6 (Continued)

RAW SCORE	PERCENTAGE CORRECT	JR. HIGH %ILE RANK	SR. HIGH %ILE RANK
218	79	78	52
219	79	78	52
220	79	79	54
221	80	80	55
222	80	81	57
223	81	82	58
224	81	83	59
225	81	84	60
226	82	85	61
227	82	86	62
228	82	87	64
229	83	88	65
230	83	89	66
231	83	89	68
232	84	90	70
233	84	90	71
234	84	91	72
235	85	92	73
236	85	92	74
237	86	93	76
238	86	93	77
239	86	94	78
240	87	94	80
241	87	95	82
242	87	95	83
243	88	96	84
244	88	96	86
245	88	96	87
246	89	97	87
247	89	97	88

RAW SCORE	PERCENTAGE CORRECT	JR. HIGH %ILE RANK	SR. HIGH %ILE RANK
248	90	98	90
249	90	98	91
250	90	98	93
251	91	98	94
252	91	99	95
253	91	99	96
254	92	99	96
255	92	99	97
256	92	99	97
257	93	99	98
258	93	99	98
259	94		99
260	94		99
261	94		99
262	95		99
263	95		99
264	95		99
265	96		
266	96		
267	96		
268	97		
269	97		
270	97		
271	98		
272	98		
273	99		
274	99		
275	99		
276	100		
277	100		

Note: Percentage Correct Scores are reported to the nearest whole percentage.

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USER'S GUIDE

SOCIAL AND PREVOCATIONAL INFORMATION BATTERY

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PART 1

Overview and Assessing Student Needs

OVERVIEW

The *Social and Prevocational Information Battery* (SPIB) was developed to help educators who work with Educable Mentally Retarded (EMR) adolescents. It consists of a series of tests that measure nine important areas generally included in secondary EMR programs: Purchasing, Budgeting, Banking, Job Related Behavior, Job Search Skills, Home Management, Health Care, Hygiene, and Functional Signs.

Educators can use information gained from testing students with SPIB several ways. Classroom teachers can use SPIB to identify areas of individual student needs and to program specific remedial instruction. Test results can be used to group students with similar performances in certain areas for intensified instruction. The battery also can be used by administrators in planning programming that emphasizes instruction in areas of potential concern on a schoolwide or districtwide basis, and in evaluating those programs.

These examples of SPIB use have been selected from four important activities which form a sequence in educational decision making.

- Assessing Student Needs
- Planning and Implementing Programs
- Monitoring Program Progress
- Evaluating Outcomes

The SPIB *User's Guide* offers practical, useful suggestions on how to use SPIB in each of the areas listed above.

ASSESSING STUDENT NEEDS

The purpose of assessing needs is to identify the most important areas for curriculum emphasis. This is accomplished by examining the relationship between student performance and educational priorities.

To assess student needs effectively the following steps are recommended:

- Identify important instructional areas;
- Rank importance of these areas;
- Assess current student performance in these areas;
- Determine relative needs by comparing importance with performance.

Identify Important Instructional Areas

SPIB measures nine important areas generally included in secondary level EMR programs. Other areas that are not covered by SPIB may also be important. At this stage of needs assessment, care should be taken to identify *all* potential areas for curriculum emphasis. Reviewing professional literature may help in this endeavor.

Rank Importance of Areas

After a set of important instructional areas, such as those covered by SPIB are identified, their relative order of importance should be determined, because it is not likely that equal attention will be needed or can be given to all

areas. Classroom teachers will generally determine the important areas of instruction for individual students or classroom units. At the school or district level, the important areas must be determined by group input.

At the classroom level, teachers will most likely use their own experience and perceptions of student abilities along with considerations of community, classroom, and individual needs to obtain their rankings. For the school or district level, any commonly used ranking or rating procedure can be employed to obtain this information. Figure 5 in Appendix A offers a suggested form that may be used to obtain group input on the SPIB areas.

For the purposes of most SPIB users, areas of instructional concern may be simply divided into three levels of importance: High, Moderate, and Low. Any reasonable number of instructional areas can be assigned to each level, depending on teacher evaluation of program emphasis, sequences of instructional areas, and resources available.

For example, a teacher (or district) could assign High priority to Job Search Skills and Job Related Behavior because a vocational training program is being implemented during a given semester. Budgeting, Home Management, Purchasing, and Functional Signs might be assigned Moderate priority because they are viewed as slightly less important at that time than job oriented skills. Health Care, Hygiene, and Banking might be assigned Low priority because they are areas that have been taught previously and students are known to perform well in these areas.

Assess Current Student Performance

Test results from SPIB will provide information on current student performance in the nine test areas for any level of assessment — individual student, classroom, school, or district. Student achievement in each SPIB area can be ranked from High to Low using any one of the several methods listed below.

1. **Percentage Correct Comparison.** Any student's performance on SPIB can be compared with the reference group performance on the basis of percentage correct scores. A student who scores within seven percentage points on either side of the reference group mean (one standard error of measurement, based on reference group performance on SPIB) may be considered Moderately knowledgeable in that area. A score that is more than seven points above the mean would show High performance, and performance more than seven points below indicates Low performance. (See Table 2, in Appendix A, for Reference Group Means.)

2. **Percentile Rank Comparison.** Student performance on SPIB can be converted to percentile rank, as discussed in the scoring procedures section of the *Examiner's Manual* or obtained from the *Class Record Sheet* on machine-scored tests. Student scores at or above the 75th percentile, for example, might be assigned to the High category. Those between the 25th and 75th percentile could be assigned to the Moderate category, and those below the 25th percentile could be considered in the Low category. The cutoff point will vary among SPIB users according to their experience with particular students and their personal assessments of quality of performance.

3. **Presetting Performance Standards.** A third method of assigning student performance to High, Moderate, and Low categories requires an arbitrary presetting of performance standards. For example, a teacher might feel that any score above 85 per cent correct constitutes High performance, scores of 65 to 85 per cent are Moderate, and scores below 65 per cent are Low. Again, such standards will vary among SPIB users based on different expectations of individuals and different difficulty levels.

Determine Relative Needs

Once areas of instruction such as those covered by SPIB are identified and ranked according to relative importance and current student performance on these areas has been established by testing with SPIB, it becomes a relatively simple matter to combine these results and form a programming plan. In the example discussed

earlier, a teacher determined that Job Search Skills and Job Related Behavior were rated as being of High importance. Budgeting, Home Management, Purchasing, and Functional Signs were considered to be Moderately important, and Health Care, Hygiene and Banking were rated of Low importance.

To complete this example, assume a testing of the same student or group of students on SPIB showed that current performance was High in Hygiene, Budgeting, and Purchasing; Moderate in Job Related Behavior, Health Care, Home Management, and Banking; and Low in Job Search Skills and Functional Signs. A chart such as shown in Figure 1, could then be constructed to indicate where instructional emphasis should be placed.

In Figure 1, the rows represent relative levels of importance of SPIB instructional areas and the columns represent levels of current student performance.

The areas requiring most emphasis are those where relative importance is High and performance is Low. In the example shown in Figure 1, these are the areas that fall above the heavily outlined boxes. Thus, the area of Job Search Skills would receive the highest priority, and Functional Signs and Job Related Behavior would receive the next priority. Areas on or below the diagonal are those where performance about equals or exceeds importance and therefore needs less attention.

The results of a needs assessment may not always present as clear a picture of instructional needs as those shown in the example. However, following the suggested procedures will always help to establish programming priorities.

Current Student Performance

Relative Importance of Instructional Areas	LOW	MODERATE	HIGH
HIGH	Job Search Skills	Job Related Behavior	
MODERATE	Functional Signs	Home Management	Budgeting Purchasing
LOW		Health Care Banking	Hygiene

Figure 1

Model of Completed Needs Assessment

PART 2

Planning and Implementing Programs

The *Social and Prevocational Information Battery* is also designed to assist educators of EMR students develop program planning guidelines. A test battery such as SPIB can be most useful when it reflects actual program goals and objectives. When program objectives are directly reflected in test instruments, student test performance has immediate implications for educational programming. Weaknesses highlighted by tests then have specific program component counterparts.

Task Analysis Planning

SPIB users are encouraged to fashion their programming efforts in a framework that consists of clearly specifying all the skills or knowledge a student must have to demonstrate successfully a given competency. By using this "task analysis" method, a network of interrelated instructional objectives emerges, and instructional programming then can be purposefully aimed at each program component. When the same structure serves as a foundation for both assessment and instruction, the educational and testing programs will parallel each other.

Appendix B of this *User's Guide* contains the necessary information for a thorough task analysis of the nine broad areas covered by SPIB. Each test area (Domain) contains four to ten Content Areas that define it. Each Content Area is further defined by three to fifteen Subcontent Areas. The list of these test areas and their associated Content and Subcontent Areas in Appendix B can be used to create appropriate instructional objectives.

Example of Task Analysis

One area covered by SPIB is knowledge of Job Related Behavior, i.e., those nonspecific skills that are necessary to succeed in any job setting. For teaching to be direct and specific in this area, it is important to state clearly all of the skills or knowledge a student must have to show a thorough knowledge of Job Related Behavior. To achieve clear statements, instructional objectives should be created around each Subcontent Area.

Figure 2, Page 6, shows that the Domain of Job Related Behavior contains four major Content Areas: (1) knowledge of the role and duties of a supervisor, (2) knowledge of appropriate job related communications, (3) recognition of what constitutes job completion, and (4) knowledge of appropriate work relations with fellow employees. Each Content Area is further defined by three to seven Subcontent Areas. The Subcontent Areas provide the actual structure for creating precise instructional objectives. A sample of this is shown in Figure 3.

Figure 3, Page 7, illustrates some objectives created for "Instruction," (the first Subcontent Area) under the "Duties of a Supervisor" (the first Content Area) in the broad Domain of Job Related Behavior. Each Subcontent Area should be further defined by SPIB users in ways that are most appropriate for their students. Following this approach, teachers can create precise instructional objectives that reflect their own definitions. The definitions of "instructional duties of supervisors" used in Figure 3 are those of the authors.

Domain	Content Areas	Subcontent Areas
JOB RELATED BEHAVIOR	1. Knowledge of role and duties of a supervisor	a. instruction* b. criticism c. praise d. hiring and firing e. inspection of work f. promotion g. task assignment
	2. Knowledge of appropriate job related communications	a. job progress reports b. relaying messages c. reporting serious errors d. requesting supplies e. asking for help when needed f. knowing whom to ask for help g. asking for clarification
	3. Knowledge of what constitutes job completion	a. importance of finishing a job b. factors affecting job completion c. the effect of mistakes on job completion
	4. Recognition and knowledge of appropriate work relations with fellow employees	a. compromising b. cooperation c. friendliness d. showing appreciation e. controlling temper f. responsibility to others

Figure 2
Content and Subcontent Areas in the Domain of Job Related Behavior

* Figure 3 presents a model of task analysis of this Subcontent Area only.

1. **Knowledge of the Role and Duties of a Supervisor**

   a. Knowledge of Instructional Duties of Supervisors

DEFINITIONS:	Supervisors provide instruction to new employees; Supervisors provide instruction to employees who make mistakes; Supervisors provide instruction to employees whose duties change; Supervisors provide instruction to employees who are careless; Supervisors provide instruction to employees who are too slow.
(1) **OBJECTIVE:**	Students remember and state the instructional duties of supervisors.
Activity:	The focus on this level of instruction is on rote memorization. Teach the instructional duties of supervisors to students in any manner that best facilitates memorization.
Measurement:	Ask students to state the instructional duties of supervisors verbally or in writing.
(2) **OBJECTIVE:**	Students identify examples of appropriate supervisory instruction.
Activity:	The focus of this level of instruction is on using the general concepts underlying supervisory instructional duties to classify examples. Teach the characteristics that are common to all supervisory instructional duties, i.e., supervisors should always provide instruction when an employee demonstrates inability to do a job correctly.
Measurement:	Ask students to state whether verbally described or simulated instances not previously taught are examples of supervisory instructional duties.
(3) **OBJECTIVE:**	Students explain why supervisors give instruction.
Activity:	The focus of this level is on using the general concepts underlying supervisory instructional duties to explain why supervisors provide instruction. Teach the causes and effects of supervisory instruction.
Measurement:	Ask students to explain the causes or effects of supervisory instruction/lack of supervisory instruction in not previously taught verbally presented or simulated examples.
(4) **OBJECTIVE:**	Students explain what supervisory instruction is needed in verbally presented or simulated situations.
Activity:	The focus of this level is on verbal application of knowledge of supervisory instructional duties to simulated situations. Give students practice at deciding and stating what to do in verbally presented or simulated situations requiring/not requiring supervisory instruction.
Measurement:	Ask students to state what supervisory instructional action should be taken in not previously taught verbally presented or simulated examples.
(5) **OBJECTIVE:**	Students take appropriate supervisory instructional action when necessary.
Activity:	The focus of this level is on actual application of knowledge about supervisory instructional duties to real situations. Give students practice at taking supervisory instructional duties.
Measurement:	Ask students to take appropriate supervisory instructional action in a not previously taught, simulated or actual situation.

Figure 3
Sample Analysis of Instructional Subcontent Area in Domain of Job Related Behavior

Set Specific Instructional Objectives

After the Subcontent Areas are defined, instructional objectives should be created that require three kinds of student performance: Remembering Information, Identifying Examples, and Solving Problems. By teaching to all three levels of knowledge in all Subcontent Areas, teachers can ensure that student learning is broadly based and widely applicable.

The first objective in Figure 3 is an example of requiring student competency in remembering information. It is essential that students learn and remember important information. Without a degree of memorized information, application cannot occur. The second objective in Figure 3 focuses on student competency in identifying new examples of memorized content. Since students can memorize information without understanding concepts, this type of objective is also necessary as a foundation for problem solving.

The last three objectives in Figure 3 focus on student competency in solving problems. This may involve verbal answers, or performance in actual or simulated situations. It is important that students be able to apply their knowledge in these ways before teachers can be satisfied with instructional efforts in areas such as those measured by SPIB.

Once a network of instructional objectives has been established around all Subcontent Areas in each Content Area of a test, a foundation of specific teaching units emerges that provides a curriculum guide for comprehensive instruction in a broad area. Weaknesses highlighted by SPIB results can then lead the way to specific and thorough instructional activities.

Task analysis for any of the nine areas (Domains) covered by SPIB can be achieved by following the sequence used in the examples above. Starting with the Domain, Content Area and Subcontent Areas provided in Appendix B, program planners can create comprehensive instructional objectives in all areas that are covered by the SPIB tests.

PART 3

Monitoring Program Progress

The *Social and Prevocational Information Battery* is not designed to be administered at numerous short intervals to monitor gradual student progress in a domain of knowledge. If this occurred, the individual sets of items (i.e., tests) would cease to function as samples of the population of possible items. Students would become familiar with specific item content and the resulting test scores would not reflect the extent of generalizable knowledge in a domain. SPIB should not be administered more frequently than at approximately six-month intervals.

Interim Measures

Measures to monitor gradual progress between testings with SPIB should be derived from the objectives developed in a task analysis as discussed in Part 2. The lists of all Domains, Content Areas, and their associated Subcontent Areas in Appendix B provide the basis for creating such interim measures. The task analytic breakdown can provide a structure for criterion reference assessment which should provide adequate measures of progress. The knowledge being assessed at these levels is therefore specific and well defined, and usually the mastery of each element can be easily determined.

Monitoring Short Term Progress

Figure 4, Page 10, shows a portion of a convenient form that can be used to monitor short term student progress. The columns are used for Subcontent Areas and the rows for students' names. This checklist format is designed to be used in a standard criterion measure fashion. It offers great flexibility to the teacher in ways of recording progress.

The larger portion of the box can be used to indicate the date of instruction in the particular Subcontent Area, or the teacher may periodically assess the progress of the group, and the date would reflect the point at which the assessment was made. There is space for three entries in each area. The small portion of the box can be used simply to check when mastery of the area occurs, or a hierarchy can be constructed where numbers are employed. The number 1 may indicate complete mastery of the area, the number 2 may indicate need for review, and the number 3 indicate non-mastery. Two different examples of ways the checklist can be used are shown in Figure 4.

This checklist format can provide immediately usable information about individual or group performance in single Subcontent Areas or in multiple areas that make up a Content Area. A glance across a row shows how well an individual student has mastered the Subcontent Areas that make up a Content Area. Reading down any column indicates how well a group has mastered that Subcontent Area. With this checklist, the implications are direct: nonmastered areas need more attention. A complete checklist is contained in Appendix A, Figure 6, which can be copied for classroom use.

Progress monitoring during the interim between SPIB testings is essential. A task analytic approach to programming provides precise direction for developing instruction and measuring progress. A checklist device such as the one in Figure 4, provides a systematic method to collect those measures.

DOMAIN: Job Related Behavior CONTENT AREA: Role of the Supervisor

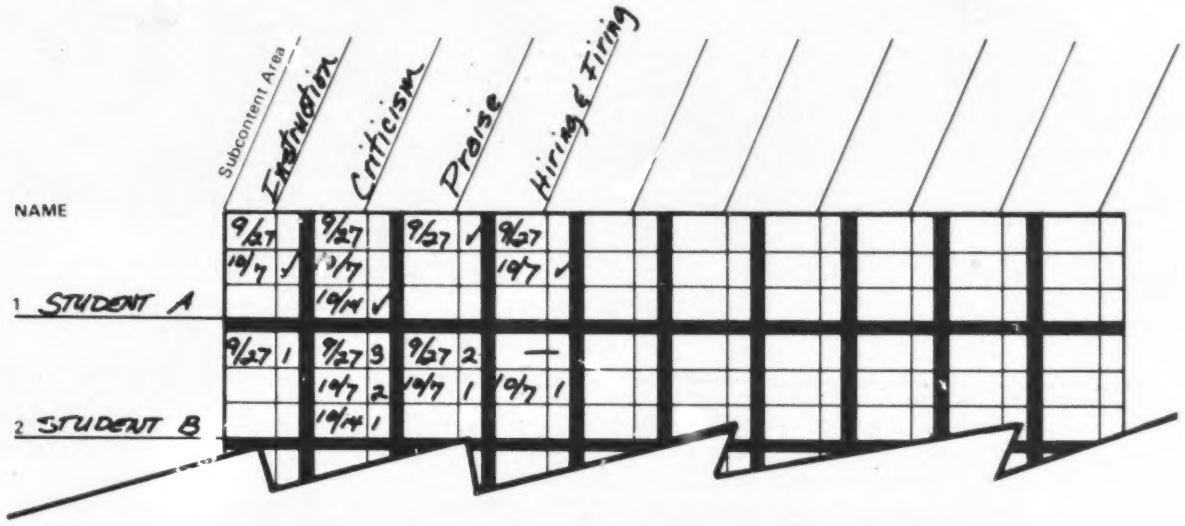

Figure 4
Sample Use of Interim Checklist

USER'S NOTES ON MONITORING PROGRAM PROGRESS

PART 4

Evaluating Outcomes

The purpose of outcome evaluation is to assess the effectiveness of instructional programs. This assessment can be focused on individual students, classrooms, schools, or districts. Outcome evaluation is not the end of an evaluation sequence. Rather, it provides important data and information for an ongoing instructional program.

Outcome evaluation data generally result from giving a pretest and a posttest and measuring the change against some standard. Such a standard is usually a predetermined level of test performance or the test performance of a control or reference group.

It is not the intent of this *User's Guide* to discuss the experimental design and accompanying statistical techniques often incorporated in this phase of evaluation. SPIB users are encouraged to seek the assistance of trained evaluators when assessing final outcomes. Such services are most effective when obtained at the beginning of a program.

Assessing Individual Student Progress

The standards that are used by SPIB users in evaluating individual student progress will vary according to the methods used and the initial expectations that were made for the student. However, when students demonstrate growth in SPIB areas by posttest scores that exceed pretest scores, among the aspects that should be considered in evaluating the progress, are chance factors and the ceiling effect.

Since test scores can be affected by a number of variable chance factors, including those of ill health or interruptions during the test, the student's actual growth should be assessed as being significant and not resulting from chance. Table 1 suggests the authors' guidelines in making this assessment.

Another aspect to consider is the ceiling effect. This occurs when a student initially scores very high on a test, and there is not sufficient room for the student to achieve a score that is above the nonchance level, because to do so would mean scoring above 100 per cent. In such cases, other methods for assessing knowledge over and above that tested by SPIB must be used. Students who fall in this category, however, will be those who can be considered to have demonstrated sufficient knowledge in the areas measured by that test.

Assessing Group Progress

There are several ways in which SPIB can be used to evaluate group progress. This can be done with classroom units, schools, or districts. This type of evaluation requires some preset local standard of performance that indicates progress. Some possible standards that might be adopted are described below. When group progress is being assessed, it is suggested that the services of a trained evaluator be enlisted, because a knowledge of statistics as part of evaluation is desirable to obtain the most useful information gathered from group testing.

1. **The group average on each of the nine SPIB tests should reach some locally determined level.** A standard of this type is most useful when it is derived from local norms developed over a period of time. This standard is particularly effective at the individual classroom level. Group averages are usually based on: (1) an arithmetic mean (the sum of all scores divided by the number of students who completed a test) or (2) the median (that score above which one-half of the students completing the test fall).

2. **Group performance should equal or exceed that of the reference group.** The data on each of the nine SPIB tests for the reference group are reported in Appendix A.

3. **Significant growth should occur between SPIB testing on each of the nine tests.** With this standard, pretest and posttest averages are determined for the same group of students, and the differences are interpreted. This standard is useful for both individual and multiple classroom units. However, the larger the unit being assessed, the more useful this method becomes.

4. **Performances should significantly differ between groups taught by different methods.** In this standard, the average performance of Group A who were taught by Method X should exceed the average group performance of Group B who were not taught by Method X. This is appropriate when new methods or instructional materials are tried out, and the focus is on instructional effectiveness. The services of an evaluator definitely must be acquired to design and direct this kind of evaluation.

The sequence of Needs Assessment, Program Planning, Program Monitoring, and Outcome Evaluation forms an ongoing cycle of thorough evaluation. As demonstrated throughout the SPIB *User's Guide*, results from the *Social and Prevocational Information Battery* can be used to aid educators through all four stages.

TABLE 1
NUMBER OF PERCENTAGE POINTS RECOMMENDED FOR GROWTH TO BE CONSIDERED NONCHANCE*

TEST	Junior High	Senior High
Purchasing	15	14
Budgeting	15	14
Banking	14	14
Job Related Behavior	15	15
Job Search Skills	15	13
Home Management	15	15
Health Care	16	16
Hygiene and Grooming	16	15
Functional Signs	14	14
TOTAL BATTERY	6	7

*Two standard errors of measurement based on reference group performance on SPIB

APPENDIX A

Table 2
REFERENCE GROUP
Raw Score Means and Standard Deviations
Junior and Senior High Levels

Tests	No. of Items	JUNIOR HIGH LEVEL			SENIOR HIGH LEVEL		
		Raw Score Mean	Standard Deviation	%age Correct	Raw Score Mean	Standard Deviation	%age Correct
Purchasing	36	24.5	5.6	68.1	27.5	5.4	76.4
Budgeting	33	21.7	5.0	65.8	24.3	5.0	73.6
Banking	31	18.9	4.2	61.0	22.2	4.2	71.6
Job Related Behavior	30	19.6	4.2	65.3	21.6	3.9	72.0
Job Search Skills	32	20.7	4.8	64.7	23.8	4.0	74.4
Home Management	33	21.8	5.3	66.1	24.5	4.9	74.2
Health Care	30	21.2	4.4	70.7	23.0	3.8	76.7
Hygiene and Grooming	26	18.7	3.9	71.9	20.5	3.7	78.8
Functional Signs	26	18.3	3.9	70.4	20.6	3.5	79.2
Total Battery	277	185.6	34.3	67.0	208.2	31.1	75.2

Based upon 453 Junior High and 453 Senior High School EMR students.

Assessing the Importance of Content Areas for the EMR Instructional Program

Directions:

Listed below are nine content areas important to an EMR instructional program at the secondary level. Some areas are probably more important than others, especially as they relate specifically to students in this district.

Identify the importance you place on each of the nine content areas by checking one of the three columns associated with the content areas. Do not be concerned if it is difficult to cluster the content areas exactly into groups of three each. Simply give your best estimate. All responses will be grouped to give an overall assessment.

CONTENT AREAS	DEGREE OF IMPORTANCE		
	The 3 areas of HIGHEST Importance	The 3 areas of MODERATE Importance	The 3 areas of LOWEST Importance
Purchasing Habits			
Budgeting			
Banking			
Behavior on the Job			
Job Search Skills			
Home Management			
Physical Health Care			
Hygiene and Grooming			
Reading and Interpreting Various Kinds of Functional Signs			

Check which of the following best fits your function:

___ teacher
___ principal
___ specialist/coordinator
___ community representative
___ other (specify) _____

Figure 5
Group Input Form

DOMAIN: _____ CONTENT AREA: _____

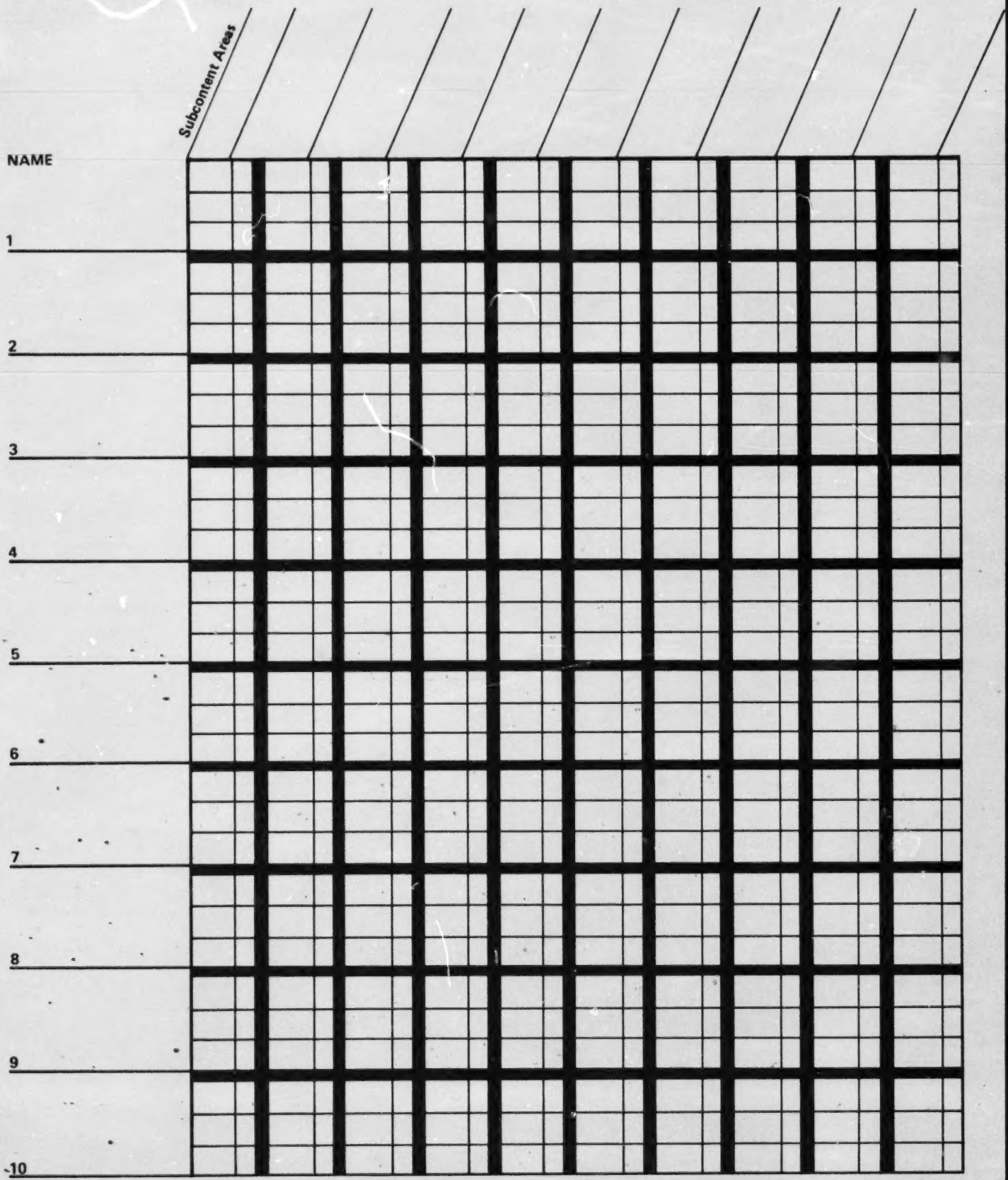

Figure 6
Interim Progress Checki.st

APPENDIX B

DOMAIN	CONTENT AREAS	SUBCONTENT AREAS
Purchasing Habits	1. Methods and implications of comparative shopping	a. verbal inquiry b. use of newspapers c. money savings
	2. Relationship between type of store and type of merchandise available	a. all-purpose stores b. specialty stores
	3. Use of the newspaper as a purchasing aid	a. which kinds of businesses advertise b. where ads are located in newspapers c. when businesses advertise
	4. Relationship between weight and cost of items	a. reading and understanding standard weight markings b. relationships between weight and size/shape of containers
	5. General purchasing terminology	a. credit b. discount c. contract d. guarantee/warranty e. return merchandise policies
	6. Awareness of sales tax and ability to compute it	a. definition of sales tax b. variability of existence and amount of sales tax c. addition and multiplication skills necessary to compute sales tax
	7. Advantages and disadvantages of quantity buying	a. cost savings b. spoilage or waste
	8. Comparing newspaper ads for "best buys"	a. unit pricing b. addition, subtraction, multiplication and division skills
Budgeting	1. Time-buying and its relationship to budgeting	a. what kinds of items may be purchased on time b. how much of a budget to allocate for time payments
	2. Impact of borrowing on a budget	a. allocation of money for repayment b. necessity to "cut back" in other areas in order to make repayments

DOMAIN	CONTENT AREAS	SUBCONTENT AREAS
Budgeting (Continued)	3. Judgment and arithmetic skill for appropriate salary allocation	a. essentials vs nonessentials b. proportioning earnings to each budgetary category c. number skills involving addition and subtraction
	4. Overspending	a. concept of overspending a budget b. consequences of overspending c. prevention of overspending
	5. Credit ratings	a. concept of a credit rating b. implications of "good" and "bad" credit ratings c. relationship of regularity of bill payment to credit ratings d. relationship of credit ratings and time payments e. relationships between credit ratings and borrowing/repayment of loans
	6. Relationships between budgeting and savings	a. the necessity of savings b. reasonable allocation for savings c. the spending of savings
	7. Impact of salary change on a budget	a. variability of budgetary allocation according to amount of earnings b. importance of budgeting for essentials when earnings decrease
	8. Distinction between regular and irregular expenses	a. budgeting for emergencies b. variability of budgetary allocation according to amount of irregular expenses
	9. "Grace periods" as they relate to payment of bills and budgeting	a. common lengths of grace period b. variability of lengths of periods for payment of bills for different kinds of goods and services c. "stretching" budgets by wise use of grace periods d. consequences of non-payment within grace periods
Banking	1. Opening bank accounts	a. how and where to open a bank account b. costs involved/not involved in checking/savings accounts

DOMAIN	CONTENT AREAS	SUBCONTENT AREAS
Banking (Continued)	2. Making deposits or withdrawals from bank accounts	a. definitions of important terminology (deposit, withdrawal, form, slip, signature, etc.) c. procedures for correctly completing necessary forms
	3. Writing and cashing checks	a. correct writing: signature date, payee and amount b. consequences of incorrect check writing c. endorsement procedures d. first and second party checks
	4. Procedures and implication of check recording	a. procedures of recording checks b. arithmetic skills necessary to balance check records c. overdrawn accounts d. voiding checks
	5. Interest on savings accounts	a. the general concept of interest b. general interest rates for savings accounts
	6. Usefulness of checking accounts	a. checks as receipts b. safety factors in using checks
	7. Hazards of improper check signing	a. signing blank checks b. forgetting the signature on an otherwise completed check
Job Related Behavior	1. Role and duties of a supervisor	a. instruction b. criticism c. praise d. hiring and firing e. inspection of work f. promotion g. task assignment
	2. Appropriate job related communications	a. job progress reports b. relaying messages c. reporting serious errors d. requesting supplies e. asking for help when needed f. knowing whom to ask for help g. asking for clarification
	3. Job Completion	a. importance of finishing a job b. factors affecting job completion c. effects of mistakes on job completion

DOMAIN	CONTENT AREAS	SUBCONTENT AREAS
Job Related Behavior (Continued)	4. Appropriate work relations with fellow employees	a. compromising b. cooperation c. friendliness d. showing appreciation e. controlling temper f. responsibility to others
Job Search Skills	1. Relationships between types of jobs and job requirements	a. special clothing b. education c. physical abilities or condition d. experience
	2. Public and private job assistance agencies	a. function b. cost c. names of local agencies
	3. Job application forms	a. reasons for filling out application forms b. how to fill out various kinds of forms c. when to fill out application forms d. where to get help filling out application forms
	4. Job sources other than agencies	a. other people b. news media c. bulletin boards
	5. Use of telephone with potential employers	a. purposes for calling b. clarity of speech c. amount and type of information to give and request
	6. Appropriate interview behavior	a. eye contact b. clarity of speech c. amount and type of information to give and request
	7. Job résumés	a. purpose for preparing a job résumé b. useful contents of job résumé
	8. Obtaining information from want-ads	a. reading skills necessary for reading want-ads b. important aspects of want-ads (job qualifications characteristics listed, etc.)

DOMAIN	CONTENT AREAS	SUBCONTENT AREAS
Home Management	1. Maintenance and repair of structural parts of living quarters	a. relationship of safety to maintenance and repair b. common maintenance/repair problems with: windows, stairs, floors, electricity, plumbing etc. c. where to acquire maintenance/repair assistance and cost of such assistance
	2. Safe and sanitary home living conditions	a. animals as pets b. mildew, mold and germs c. odors d. flammable liquids
	3. Proper food preparation and storage procedures	a. fresh foods b. frozen foods c. canned foods
	4. Appropriate laundry procedures	a. water temperature b. washing c. bleaching d. drying e. drycleaning
	5. Functioning of home appliances	a. safety b. maintenance and repair c. essential vs nonessential appliances
	6. Protective and utility agencies and their functions	a. fire departments b. police departments c. telephone, electricity, natural gas, water, and garbage companies
Physical Health Care	1. Emergency health care	a. emergency first aid b. whom to contact for emergency health care
	2. Common health care practices	a. preventing injury b. preventing illness c. preventing infection
	3. Proper use of medications	a. prescription medicine b. nonprescription medicine c. storage of medicines d. safety issues with medicines
	4. Child health care practices	a. communicable diseases b. special care of infants and young children c. treating minor injuries or illnesses of children

DOMAIN	CONTENT AREAS	SUBCONTENT AREAS
Physical Health Care (Continued)	5. Importance of health care during pregnancy	a. diet b. medical care
	6. Rudiments of body temperature	a. normal body temperature b. procedures in taking temperatures c. reading a thermometer
Personal Hygiene and Grooming	1. Need for regular health care	a. when to go to a doctor b. when to go to a dentist c. value of exercise
	2. Need for body cleanliness	a. oral hygiene b. bathing/showering
	3. Consequences of inadequate personal hygiene	a. care of fingernails b. care of warts and moles c. eye trouble d. disease prevention
	4. Body cleaning agents and grooming aids	a. when, how, and why to use soap or shampoo b. when, how, and why to use shaving supplies c. when, why, and how to use deodorant or perfume d. when, why, and how to use hairspray e. when, why, and how to use mouthwash
Functional Signs	1. Traffic and road signs	a. speed signs b. stop signs c. other common road signs d. parking/no parking signs
	2. Safety signs	a. voltage/electrical b. fire c. poison
	3. Emergency signs	a. emergency exit b. emergency shelter
	4. General information signs	a. signs commonly found in business or public agency settings b. signs on containers c. signs denoting restricted access

ED120241

Technical Report

SOCIAL AND PREVOCATIONAL INFORMATION BATTERY

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SPIB-TR

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PART 1 DESCRIPTION OF SPIB

The *Social and Prevocational Information Battery* (SPIB) contains a series of nine tests for use with junior and senior high school educable mentally retarded (EMR) students, whose IQs are in the approximate range of 55 to 75. The areas assessed by SPIB are Purchasing Habits, Budgeting, Banking, Job Search Skills, Job Related Behavior, Home Management, Hygiene and Grooming, Health Care, and Functional Signs. The battery was designed to be administered easily to small groups of 10 to 15 students. The format is an oral presentation of True-False items designed to eliminate reading ability as a determinant of performance. The tests each require approximately 10 to 20 minutes to administer but are not speeded tests.

PART 2 DEVELOPMENT OF SPIB

Initial Test Construction

As the initial step, it was necessary to identify important skills and competencies thought to be essential for a student's postschool community adaptation. The identification of these skills and competencies was accomplished with the assistance of twenty-six secondary teachers of EMR students in Oregon and through a review of current curriculum guides and research studies.

Eight long range and fifty-four short range objectives emerged from this joint effort. The twenty-six teachers were asked to rate each of the long and short range objectives in terms of their relative importance. From this information, five long range objectives and nine short range objectives were selected as a foundation for the construction of SPIB.

Determination of Test and Item Format

Since reading ability varies greatly within an EMR population and was not considered to be a major prerequisite to knowledge of social and prevocational competencies, it was desirable to construct tests that would not penalize individuals for inability to read. Reading is required in the tests only to the extent that reading skill is a critical part of a domain being measured.

To meet the requirement that tests not presuppose skill in reading, it was necessary to select an item format that could be orally administered. Practical considerations also required a relatively short testing time (less than 30 minutes per test), the capability of group administration, and easy scoring procedures. Initially, orally presented multiple choice items seemed to meet these criteria, but a serious weakness soon became evident. The oral presentation of multiple choice items requires the student to remember a stem and three or four choices prior to making a response. Failure to respond accurately might well reflect a deficit in short term auditory retention rather than a lack of knowledge about the domain being tested.

An orally presented True-False format, on the other hand, minimizes this retention problem while meeting the practical requirements of testing time, scoring ease, and group administration. It is recognized that the True-False format results in some loss of measurement precision due to the effects of guessing. Such a weakness is minor with the EMR population, however, when contrasted with the limitations of orally presented multiple choice items. Thus the True-False format was chosen for SPIB.

Some items in the battery are slight variations of this approach. These items are composed of a stem, presented orally by the teacher, that requires students to select one of two pictures.

Item Selection

Initial item pools of eighty to one-hundred items per test were created and sent to the twenty-six participating teachers in Oregon. For each item, the teachers were asked to indicate the relevance to the area being measured, the level of clarity, and the level of performance they expected of their high and low achieving students.

On the basis of teacher responses, some items were either replaced or rewritten, and a preliminary sample of fifty to eighty items was prepared for each test and administered to secondary EMR students of the participating teachers. The results of this preliminary testing were used for item analysis to determine the effectiveness of each item. Additional refinements of SPIB were accomplished later with test results of the Oregon reference group (see Part 3).

Selection of items for use in the final form of SPIB was based on the following considerations:

- **Degree of internal consistency of each item with every other item and with the total test**

  The point-biserial correlation coefficient for each item with its test is equal to or greater than .10.

- **Difficulty level of each item**

  The difficulty level of most items (percentage of examinees answering an item correctly) falls between .20 and .90 resulting in an average percentage correct for each test of between .70 and .80 for senior high students, and between .60 and .75 for junior high students. A sufficient number of relatively easy items also are included to help ensure continued motivation while students are taking each test.

- **Preservation of content integrity**

  Items that were eliminated on the basis of consistency or difficulty were replaced whenever necessary to maintain representation of a content area within a test. No content area was eliminated on statistical grounds alone.

PART 3 REFERENCE GROUP

Sampling Procedure

A proportionate random sample of Oregon secondary schools containing EMR classes was used to obtain reference group data on the revised version of SPIB. The sampling unit was the school. School size and geopolitical region were stratifiers. Oregon is divided into fourteen "geopolitical" regions which are based primarily upon geography, population density, and major type of economic activity. Each region consists of no less than one and no more than three of Oregon's counties.

The samples consisted of approximately 30 per cent of all junior high and 30 per cent of all senior high schools in Oregon. Although socioeconomic status (SES) was not specifically used as a stratifier, most SES levels in Oregon were included by stratification on geopolitical region.

Characteristics of Schools

Senior high schools were considered small, if the number of students attending was less than 500, medium between 500 and 999 students, and large if 1,000 or more students attended. Junior high schools were considered small if 299 or fewer students attended, medium between 300 and 599 students, and large if 600 or more students were in attendance.

Although Oregon is officially separated into fourteen geopolitical regions, it proved practical, for sampling purposes, to collapse these fourteen into five. Each of the five contains three or more of the original regions which are highly similar with respect to the important dimensions of geography, school size, community size, and type of economic activity. Thus, representation in these important dimensions remained intact, while the complexity of sampling was simplified.

Junior high was generally defined as grades 7, 8, and 9; senior high as grades 10, 11, and 12. Most Oregon schools fit this format although a few senior high schools included ninth grade. In these cases, the ninth graders were included in the senior high sample.

Student Characteristics

The students were secondary level EMR adolescents whose ages ranged from 14 to 20 years. The average IQ was 68 with a standard deviation of approximately 8 points. The majority of the sample group was Caucasian; but, no information concerning the relationship between ethnicity and performance on SPIB is currently available.

The junior and senior high samples each contained approximately equal numbers of males

and females. About 75 per cent of the senior high students in the sample group were participating in formal work experience programs, supported in part through the Oregon Vocational Rehabilitation Division. A large part of the remaining 25 per cent were in some type of school-supported work experience program.

PART 4 DESCRIPTIVE STATISTICS FOR REFERENCE GROUPS

Means, Medians, and Standard Deviations

The means, medians, and standard deviations (SDs) expressed in raw scores are shown in Table 1 for 453 junior and 453 senior high school EMR students in Oregon. The fact that the sample sizes were the same for junior and senior high was coincidental. Statistically significant differences exist between the performance of the junior and senior high students for all nine tests as well as for the total battery scores.

No significant performance differences were found among the junior high grades (7, 8, and 9) or senior high grades (10, 11, and 12), suggesting that reference group data would only be meaningful for two groups: junior high and senior high students. Furthermore, no significant performance differences were found between sexes on any of the tests or on the total battery.

Item Difficulties

The difficulties of all items for the junior and senior high reference groups are reported in Table 2. This table shows the percentage of the students who answered each item correctly. The highest figures represent the easiest items, and the lowest are the most difficult.

Although the range of item difficulties varies among the tests, the majority of difficulties are above .60 for senior high and .50 for junior high EMR students. Eight of the 277 items in the battery were modified just before publication and therefore no item statistics are available for those items. The authors believe that these new items enhance SPIB's validity without any major impact on test reliabilities.

Point-biserial Correlation Coefficients

Table 3 presents point-biserial correlation coefficients for each item on all nine tests for the

Table 1
DESCRIPTIVE STATISTICS FOR TEST BATTERY
JUNIOR AND SENIOR HIGH EMR STUDENTS

TESTS	No. of Items	Junior High Students			Senior High Students		
		Median*	Mean*	Standard Deviation*	Median*	Mean*	Standard Deviation*
Purchasing	36	24.8	24.5	5.6	28.0	27.5	5.4
Budgeting	33	21.7	21.7	5.0	24.9	24.3	5.0
Banking	31	18.6	18.9	4.2	22.4	22.2	4.2
Job Related Behavior	30	19.8	19.6	4.2	22.3	21.6	3.9
Job Search Skills	32	20.9	20.7	4.8	24.3	23.8	4.0
Home Management	33	22.2	21.8	5.3	25.4	24.5	4.9
Health Care	30	21.9	21.2	4.4	23.6	23.0	3.8
Hygiene and Grooming	26	19.3	18.7	3.9	21.5	20.5	3.7
Functional Signs	26	18.9	18.3	3.9	21.5	20.6	3.5
TOTAL BATTERY	277	185.9	185.6	34.3	208.8	208.2	31.1

* Medians, Means, and Standard Deviations are reported for raw scores for 453 junior high and 453 senior high school EMR students.

Table 2
ITEM DIFFICULTY LEVELS
PER CENT OF STUDENTS PASSING AN ITEM

ITEM NO.	PURCHASING HABITS		BUDGETING		BANKING		JOB RELATED BEHAVIOR		JOB SEARCH SKILLS		ITEM NO.
	Jr. High	Sr. High	Jr. High	Sr. High	Jr. High	Sr. High	Jr. High	Sr. High	Jr. High	Sr. High	
1	89	97	34	53	83	76	70	81	64	77	1
2	78	84	75	82	63	75	84	83	69	80	2
3	73	78	62	71	45	57	27	38	63	75	3
4	63	76	86	89	73	73	79	85	48	57	4
5	47	57	62	64	36	53	87	90	43	50	5
6	80	86	84	86	54	73	83	88	51	60	6
7	67	69	68	77	57	75	50	49	45	58	7
8	52	68	56	71	85	90	88	92	72	66	8
9	60	67	45	57	78	85	63	77	25	27	9
10	70	76	57	67	72	77	34	42	67	87	10
11	52	57	89	90	58	62	83	86	59	73	11
12	59	71	64	66	44	39	75	86	79	85	12
13	78	82	74	86	74	85	47	63	88	87	13
14	88	92	91	92	66	76	85	90	79	87	14
15	63	64	36	50	50	67	85	86	81	88	15
16	64	70	76	89	48	69	64	77	72	83	16
17	69	81	74	78	80	84	85	88	77	91	17
18	64	75	66	78	82	91	80	88	53	71	18
19	63	76	65	77	22	27	55	68	81	89	19
20	83	86	49	64	71	82	40	66	77	92	20
21	70	84	67	77	*	*	50	56	82	92	21
22	54	66	44	55	47	61	76	80	54	63	22
23	77	84	50	49	*	*	58	67	67	84	23
24	69	75	70	78	45	51	67	73	67	80	24
25	65	77	53	60	66	80	*	*	37	58	25
26	66	75	42	58	48	60	62	76	71	81	26
27	69	77	82	84	78	87	79	85	84	90	27
28	63	66	61	71	46	76	71	85	64	71	28
29	81	86	78	79	48	80	*	*	76	90	29
30	65	72	70	84	76	93	60	72	69	77	30
31	68	69	86	89	63	78			58	71	31
32	63	61	82	91					41	24	32
33	74	83	71	68							33
34	74	82									34
35	54	65									35
36	72	80									36

* Items revised after data collected and before publication.

Table 2 (Continued)

ITEM NO.	HOME MANAGEMENT		HEALTH CARE		HYGIENE AND GROOMING		FUNCTIONAL SIGNS		ITEM NO.
	Jr. High	Sr. High	Jr. High	Sr. High	Jr. High	Sr. High	Jr. High	Sr. High	
1	47	70	64	65	77	85	94	95	1
2	76	77	53	60	77	87	68	84	2
3	87	89	36	44	86	94	78	88	3
4	67	75	82	89	73	73	68	81	4
5	68	76	37	42	87	93	58	74	5
6	64	74	56	70	92	94	77	88	6
7	35	48	79	85	82	87	88	95	7
8	75	81	80	85	50	61	65	82	8
9	81	85	42	56	43	55	86	89	9
10	80	92	90	92	88	95	56	58	10
11	49	54	76	85	66	78	82	91	11
12	72	76	77	78	66	74	84	92	12
13	31	46	88	90	48	55	82	87	13
14	59	71	81	91	80	88	80	85	14
15	73	77	*	*	62	71	77	87	15
16	56	75	81	86	83	91	66	77	16
17	52	64	70	83	*	*	89	92	17
18	51	61	52	66	71	83	82	92	18
19	41	60	24	26	83	85	*	*	19
20	90	95	75	79	47	61	78	87	20
21	73	82	85	89	88	89	*	*	21
22	65	76	38	46	39	44	91	92	22
23	77	70	71	78	71	83	75	85	23
24	38	47	81	81	52	57	35	50	24
25	75	74	89	87	80	88	39	60	25
26	81	90	89	95	90	94	18	25	26
27	71	73	93	96					27
28	87	89	73	79					28
29	78	86	84	88					29
30	55	67	78	87					30
31	78	88							31
32	44	57							32
33	84	89							33

* Items revised after data collected and before publication.

Table 3
POINT-BISERIAL CORRELATION COEFFICIENTS FOR ALL ITEMS IN THE NINE SPIB TESTS

ITEM NO.	PURCHASING HABITS		BUDGETING		BANKING		JOB RELATED BEHAVIOR		JOB SEARCH SKILLS		ITEM NO.
	Jr. High	Sr. High	Jr. High	Sr. High	Jr. High	Sr. High	Jr. High	Sr. High	Jr. High	Sr. High	
1	.21	.19	.40	.55	.04	.16	.48	.48	.39	.28	1
2	.46	.46	.30	.30	.32	.42	.32	.26	.30	.20	2
3	.31	.35	.47	.50	.24	.17	.27	.37	.32	.47	3
4	.48	.52	.22	.35	.25	.23	.37	.38	.16	.21	4
5	.25	.38	.38	.54	.41	.41	.29	.26	.16	.22	5
6	.45	.31	.29	.31	.41	.45	.34	.37	.52	.41	6
7	.08	.15	.51	.49	.50	.55	.17	.11	.50	.46	7
8	.31	.39	.35	.45	.32	.36	.38	.24	.31	.26	8
9	.38	.41	.52	.60	.40	.48	.52	.50	.17	.28	9
10	.41	.37	.42	.52	.23	.41	.08	.21	.45	.47	10
11	.19	.32	.18	.27	.12	.30	.30	.31	.11	.25	11
12	.44	.37	.19	.35	.02	.22	.50	.45	.17	.31	12
13	.21	.41	.48	.52	.44	.44	.45	.57	.52	.49	13
14	.50	.32	.27	.30	.20	.34	.39	.36	.43	.36	14
15	.43	.52	.23	.38	.44	.40	.24	.28	.47	.52	15
16	.39	.25	.11	.12	.30	.34	.58	.56	.52	.41	16
17	.38	.35	.20	.35	.25	.18	.30	.35	.50	.43	17
18	.42	.47	.49	.58	.33	.30	.29	.23	.48	.42	18
19	.44	.61	.40	.40	.15	.35	.15	.40	.46	.47	19
20	.22	.31	.31	.45	.20	.28	.34	.45	.42	.44	20
21	.54	.51	.49	.44	*	*	.17	.34	.35	.45	21
22	.45	.44	.39	.43	.17	.36	.22	.32	.18	.26	22
23	.33	.34	.26	.21	*	*	.38	.40	.14	.24	23
24	.31	.32	.23	.32	.31	.16	.39	.46	.47	.33	24
25	.55	.48	.49	.39	.35	.42	*	*	.47	.44	25
26	.41	.30	.35	.51	.41	.44	.48	.44	.16	.21	26
27	.23	.38	.22	.34	.28	.27	.40	.31	.04	.33	27
28	.44	.51	.49	.48	.46	.34	.51	.40	.23	.09	28
29	.25	.25	.23	.15	.47	.37	*	*			29
30	.24	.29	.44	.33	.41	.33	.12	.31			30
31	.39	.43	.35	.20	.16	.30					31
32	.15	.22	.22	.24							32
33	.33	.42	.25	.26							33
34	.31	.26									34
35	.15	.26									35
36	.24	.46									36

* Items revised after data collected and before publication.

Table 3 (Continued)

ITEM NO.	HOME MANAGEMENT		HEALTH CARE		HYGIENE AND GROOMING		FUNCTIONAL SIGNS		ITEM NO.
	Jr. High	Sr. High	Jr. High	Sr. High	Jr. High	Sr. High	Jr. High	Sr. High	
1	.44	.39	.03	.21	.51	.56	.17	.20	1
2	.39	.38	.36	.26	.51	.54	.50	.40	2
3	.21	.35	.35	.27	.32	.43	.59	.44	3
4	.52	.48	.21	.21	.30	.37	.08	.33	4
5	.19	.20	.27	.28	.17	.22	.54	.42	5
6	.42	.45	.34	.36	.30	.30	.54	.49	6
7	.35	.35	.50	.48	.52	.52	.56	.41	7
8	.36	.35	.20	.23	.50	.49	.58	.50	8
9	.07	.17	.39	.44	.34	.35	.24	.20	9
10	.23	.27	.35	.15	.24	.25	.32	.23	10
11	.31	.40	.38	.31	.53	.46	.61	.43	11
12	.06	.23	.11	.21	.20	.34	.51	.40	12
13	.38	.40	.32	.35	.40	.46	.16	.39	13
14	.46	.39	.54	.47	.49	.55	.42	.43	14
15	.22	.21	*	*	.56	.59	.46	.43	15
16	.54	.47	.48	.46	.31	.21	.17	.32	16
17	.44	.45	.54	.34	*	*	.24	.49	17
18	.42	.47	.44	.38	.21	.25	.65	.57	18
19	.37	.46	.20	.25	.28	.27	*	*	19
20	.43	.35	.49	.48	.46	.55	.57	.46	20
21	.52	.46	.13	.26	.21	.17	*	*	21
22	.49	.46	.44	.41	.32	.28	.25	.23	22
23	.10	.10	.45	.40	.53	.52	.50	.53	23
24	.40	.43	.50	.35	.16	.24	.47	.49	24
25	.10	.07	.15	.23	.58	.50	.51	.58	25
26	.49	.37	.21	.18	.30	.26	.25	.41	26
27	.30	.36	.27	.33					27
28	.39	.28	.52	.51					28
29	.29	.35	.28	.38					29
30	.54	.51	.53	.52					30
31	.52	.37							31
32	.41	.39							32
33	.43	.30							33

* Items revised after data collected and before publication.

junior and senior high reference groups. These coefficients indicate how well each item relates to the test of which it is a part. In general, the best items have the higher point-biserial coefficients and add more to test reliability by increasing the homogeneity of the associated test. This index is sometimes referred to as a "discrimination index" in that, as the positive value increases, it implies that the item is doing a better job of discriminating between those who do well on the total score and those who do not.

While the vast majority of the item point-biserials are in the range of .20 to .50, several are below .20. These few items were retained because their content was judged by the authors to be more important than their statistical properties.

Test Intercorrelations

Intercorrelations among the nine tests, total battery, and IQ are presented in Table 4 for junior high and Table 5 for senior high groups. The intercorrelations among the tests in SPIB are high enough to permit a meaningful interpretation of the total battery score as an index of the general level of knowledge regarding social and prevocational competencies. The correlations of the tests with IQ at time of certification, as measured by the Stanford Binet (Form L-M) or the Wechsler Intelligence Scale for Children (WISC), indicate a moderate positive relationship. The correlations range from .37 to .51, with a median of .49, for the junior high students and from .34 to .48, with a median of .41 for the senior high students.

Table 4
INTERCORRELATIONS OF TEST SCORES AND IQ FOR JUNIOR HIGH EMR STUDENTS

		Purchasing	Budgeting	Banking	Job Related Behavior	Job Search Skills	Home Management	Health Care	Hygiene and Grooming	Functional Signs	Total Battery	IQ
		1	2	3	4	5	6	7	8	9	10	11
1	Purchasing	1.00	.71	.60	.65	.69	.68	.62	.59	.56	.84	.51
2	Budgeting		1.00	.65	.64	.72	.70	.62	.65	.49	.84	.45
3	Banking			1.00	.60	.67	.62	.59	.60	.54	.79	.37
4	Job Related Behavior				1.00	.68	.67	.62	.61	.48	.80	.48
5	Job Search Skills					1.00	.72	.69	.71	.58	.87	.49
6	Home Management						1.00	.71	.68	.60	.86	.50
7	Health Care							1.00	.70	.61	.82	.45
8	Hygiene and Grooming								1.00	.55	.81	.50
9	Functional Signs									1.00	.72	.51
10	Total Battery										1.00	.57
11	IQ											1.00

N = 374 junior high school EMR students.

Effect of Speed

SPIB is not a "speeded" test battery, and the suggested time limits for the tests in SPIB are flexible. Examiners are encouraged to allow sufficient time for all students to respond to all items as directed. Also, it is recommended that SPIB be administered in no *fewer* than three sessions of three tests each, to avoid excessive student fatigue.

PART 5 RELIABILITY

Internal Consistency

Internal consistency, as used in this *Technical Report*, refers to the relationships between the individual items and the total test or battery score. Higher coefficients indicate more internal consistency. Indices of internal consistency are presented in Table 6 as Kuder-Richardson formula 20 (KR 20) computed for each test and total battery. This table also shows the corresponding standard errors of measurement (SE).

For the junior high students the KR 20s ranged from .65 to .79 with a median of .75 for the nine tests, and for the senior high students from .72 to .82 with a median of .75. For the total battery, the KR 20 was .94 for the junior high and .93 for the senior high.

Stability

The stability of SPIB tests and total battery scores is demonstrated by the Pearson product-

Table 5
INTERCORRELATIONS OF TEST SCORES AND IQ FOR SENIOR HIGH EMR STUDENTS

		Purchasing	Budgeting	Banking	Job Related Behavior	Job Search Skills	Home Management	Health Care	Hygiene and Grooming	Functional Signs	Total Battery	IQ
		1	2	3	4	5	6	7	8	9	10	11
1	Purchasing	1.00	.76	.67	.63	.62	.67	.60	.62	.54	.85	.46
2	Budgeting		1.00	.66	.63	.63	.70	.65	.63	.48	.85	.42
3	Banking			1.00	.58	.54	.62	.59	.56	.53	.79	.44
4	Job Related Behavior				1.00	.61	.65	.57	.60	.48	.78	.41
5	Job Search Skills					1.00	.67	.62	.61	.55	.80	.38
6	Home Management						1.00	.69	.66	.56	.86	.48
7	Health Care							1.00	.69	.58	.81	.34
8	Hygiene and Grooming								1.00	.58	.81	.41
9	Functional Signs									1.00	.71	.41
10	Total Battery										1.00	.52
11	IQ											1.00

N = 382 senior high EMR students.

moment correlation coefficients for the junior and senior high groups that were tested and retested within an interval of approximately two weeks. These coefficients are also presented in Table 6.

For the junior high school students they ranged from .70 to .79 with a median of .75. For the senior high they ranged from .62 to .78 with a median of .73. For the total battery they were .94 for the junior high and .91 for the senior high.

PART 6 GUESSING EFFECTS

A discussion of uninformed guessing is appropriate, since the majority of SPIB items are presented in a True-False format. The traditional assumption of random guessing has been challenged by many. (Thorndike, 1971; Lord & Novick, 1968; Ebel, 1972). Empirical studies with samples of non-retarded students have shown that examinees usually exhibit consistent patterns of responding when guessing on True-False or other binary-choice items (Fritz, 1927; Cronbach, 1941, 1942, 1950). This phenomenon of systematic rather than random guessing patterns is referred to as "response style."

Research by the authors on SPIB supports the existence of a response style—a tendency to guess *true* more often than false—within the test-taking behavior of EMR adolescents. This conclusion was derived primarily from an internal analysis of SPIB test results. Each of the nine SPIB tests was split into a True test (total score on those items keyed true) and a False test (total score on those items keyed false). The False tests were found to be more difficult than the True tests, which suggested that more guessing would occur on the False tests than on the True tests. If this guessing were random, the internal consistency reliabilities of the True tests should have been greater than the reliabilities of the False tests. However, the reliabilities of the False tests were found to be higher than those of the True tests, suggesting a response style among EMR students to guess *true*.

Awareness of this response style provided an opportunity to reduce measurement error in SPIB test results. This was accomplished by deliberately constructing more False than True items in each test. The effectiveness of this approach is supported by the generally high reliabilities on SPIB tests, in spite of the fact that each test contains relatively few items.

Table 6
RELIABILITY COEFFICIENTS AND STANDARD ERRORS OF MEASUREMENT FOR THE NINE SPIB TESTS AND TOTAL BATTERY JUNIOR AND SENIOR HIGH SCHOOL EMR STUDENTS

TESTS	Junior High Students			Senior High Students		
	KR20	$R^*_{T_1 \cdot T_2}$	Standard Error	KR20	$R^*_{T_1 \cdot T_2}$	Standard Error
Purchasing	.78	.76	2.74	.81	.77	2.59
Budgeting	.76	.76	2.45	.82	.78	2.35
Banking	.65	.72	2.22	.73	.75	2.10
Job Related Behavior	.69	.73	2.18	.73	.68	2.21
Job Search Skills	.71	.75	2.40	.75	.73	2.08
Home Management	.79	.78	2.49	.78	.75	2.45
Health Care	.75	.70	2.41	.72	.62	2.34
Hygiene and Grooming	.73	.72	2.07	.75	.73	1.93
Functional Signs	.75	.79	1.79	.75	.71	1.88
TOTAL BATTERY	.94	.94	8.40	.93	.91	9.33

N = 453 junior and senior EMR students in Oregon.
* Test-retest reliability (2-week interval).

Specific Determiners

Another potential problem associated with the True-False format concerns "specific determiners." These are defined as extraneous clues contained in an item which tend to lead an examinee who is accustomed to taking tests to the correct answer. For example, words such as "always" and "every" are frequently found in items keyed False, whereas such words as "usually" and "sometimes" are frequently found in items keyed True. When examinees are able to use specific determiners to answer correctly an item, the item becomes a poor discriminator of content and is less valid.

All SPIB items that contained specific determiners were identified. Comparisons were then made between equivalently keyed items which did and did not contain specific determiners. Analyses indicated only negligible differences; i.e., items with specific determiners were found to be no easier than items without them. Thus, although SPIB items do contain some specific determiners, the EMR population studied did not appear to take advantage of them.

Systematic Irrelevant Responses

The last problem related to guessing concerns that of systematic irrelevant responding to an entire SPIB test. A determination was made for each test as to the proportion of examinees who exhibited repetitive patterns across a complete test. The specific patterns evaluated were: (1) all True (2) all False and (3) alternating True and False. Approximately 5 per cent of the examinees exhibited one of these patterns, with the vast majority answering either all True or alternating. In addition, the IQs of those examinees who exhibited these patterns were significantly lower than those of other examinees.

PART 7 VALIDITY

Predictive Validity

Most achievement tests designed for public school populations are constructed to assure a reasonable degree of content validity, and SPIB is no exception. However, few measures can offer any evidence of predictive validity. The main reasons for this deficit are usually the lack of an adequate (well defined and measurable) criterion and the cost in time and money to conduct follow-up studies. Additionally, accurate prediction over long periods in time is rarely possible since most examinees show some change in knowledge and skills.

Despite these drawbacks, however, the authors believed that it was important to attempt to obtain some index of the relationship between SPIB and postschool adaptation one year after high school graduation. The 1972-73 experimental version of SPIB was administered to 220 graduating senior EMR students at the end of the 1973 academic year. Approximately 130 of these students were on caseloads of vocational rehabilitation counselors one year later. Since the vocational rehabilitation counselors had

Table 7
DESCRIPTIVE STATISTICS FOR COUNSELOR RATING INSTRUMENT USED AS CRITERION IN VALIDITY STUDY

Subscales	Number of Items	Standard Deviation	Mean	R*
Community Integration	7	2.2	3.9	.86
Economic Self-Sufficiency	6	1.8	2.9	.83
Communication	4	1.2	2.7	.78
Family Living	5	1.4	3.3	.80
Personal Habits	7	1.5	5.3	.88

N = 105 seniors that graduated in 1973
* coefficient alpha.

known these students during some portion of their high school years and had continued contact with some of them after graduation, it seemed reasonable to request an assessment of postschool adjustment from these counselors. To facilitate this assessment, a rating instrument was designed in collaboration with the counselors that would provide five scores reflecting general adaptation in the areas of community integration, economic self-sufficiency, communication, family living, and personal habits.

Table 7 shows the number of items, the adjusted means, standard deviations, and the reliability of each of the five subscales for 105 of the 220 graduating seniors. The items on the rating instrument were scaled from 1 to 6 with 1 indicating a low level of adjustment and 6 indicating a high level. Since the degree of knowledge the counselors had concerning these clients varied, a second rating scale was provided for each item on the criterion instrument that indicated the degree of confidence that the counselor had in making the rating of adjustment. The confidence rating was used to adjust scores before any relationship was assessed between SPIB and the criterion instrument. This adjustment required setting the community adjustment ratings at the scale mean of 3.5 if the counselor confidence rating was low.

The intercorrelations of the nine tests on SPIB and the five subscales of the criterion instrument are shown in Table 8. A first order canonical correlation of .58 indicates a moderate relationship between the SPIB tests and the five criterion subscales over a one year period.

Although some support for a relationship between SPIB and postschool adaptation has been

Table 8
INTERCORRELATIONS OF FIVE SUBSCALES OF COUNSELOR RATING INSTRUMENT AND EXPERIMENTAL SPIB TESTS AND FIRST CANONICAL CORRELATION OF TESTS PREDICTING SUBSCALES

	Community Integration	Economic Self-Sufficiency	Communication	Family Living	Personal Habits
SUBSCALES					
Community Integration	1.00	.59	.59	.54	.46
Economic Self-Sufficiency		1.00	.51	.65	.44
Communication			1.00	.62	.55
Family Living				1.00	.74
Personal Habits					1.00
TESTS					
Purchasing	.17	.31	.32	.20	.14
Budgeting	.35	.35	.25	.36	.24
Banking	.20	.24	.35	.27	.35
Job Related Behavior	.21	.21	.23	.20	.13
Job Search Skills	.16	.29	.32	.28	.24
Home Management	.30	.27	.30	.31	.29
Health Care	.23	.23	.23	.21	.18
Hygiene & Grooming	.14	.20	.28	.26	.17
Functional Signs	.13	.26	.33	.21	.19

First Canonical Correlation = .58 (χ^2 = 70.5, df = 45, $p < .05$).

found, these results must be considered tentative since the published version of SPIB (1975) was not used in the initial study of predictive validity. Although the two versions are similar, the earlier one contained more items and was somewhat more heterogeneous than the current version.

Concurrent Validity

To determine if performance on the published edition of SPIB related to counselor ratings, a concurrent validity study was conducted. Department of Vocational Rehabilitation clients who were classified as EMR and whose ages ranged from 18 to 21 years were selected as candidates for the study. All had graduated from school or left special education programs. SPIB was administered to 103 clients who were paid for their participation. All testing was conducted prior to ratings by counselors, and counselors did not have access to their clients' test results until after the ratings were completed. The same counselor rating form used in the predictive validity study was used to determine concurrent validity. The intercorrelations of the nine SPIB tests and the five subscales are quite similar to those shown in Table 8. A canonical correlation of .60 substantiated the equality of the published and experimental versions of SPIB.

Finally, it is important to note that all of the information regarding the statistical properties of SPIB presented in this section was obtained only from a sample of EMR students residing in the state of Oregon.

Performance by students in other states may vary depending on such variables as ethnic background, certification requirements, and the content of academic programs. The impact of these variables on SPIB is being investigated by the authors.

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ED120241

ANSWER KEY

SOCIAL AND PREVOCATIONAL INFORMATION BATTERY

LEGEND:

T – True
F – False
L – Left choice
R – Right choice
Top – Top choice
Bot – Bottom choice
1, 2, 3, 4 – Choices numbered from left to right.

	Test 1 PURCHASING HABITS	Test 2 BUDGETING	Test 3 BANKING	Test 4 JOB BEHAVIOR
1.	T	F	T	F
2.	F	T	T	T
3.	T	F	F	F
4.	F	T	F	F
5.	F	F	F	T
6.	F	T	F	T
7.	T	F	F	T
8.	F	F	T	T
9.	F	F	F	F
10.	F	F	T	F
11.	T	T	F	T
12.	F	T	T	F
13.	T	F	F	F
14.	F	T	T	T
15.	F	F	F	T
16.	F	T	F	F
17.	F	T	T	T
18.	F	F	F	T
19.	F	F	F	T
20.	T	F	T	F
21.	F	F	F	F
22.	F	F	T	T
23.	T	F	F	F
24.	T	T	F	F
25.	F	F	F	T
26.	F	F	F	F
27.	T	T	T	T
28.	F	F	F	F
29.	T	T	F	F
30.	T	F	F	T
31.	F	L	T	
32.	L	R		
33.	R	R		
34.	R			
35.	R			
36.	R			
Total Possible	36	33	31	30

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ANSWER KEY
(Continued)

Test 5 JOB SEARCH SKILLS	Test 6 HOME MANAGEMENT	Test 7 HEALTH CARE	Test 8 HYGIENE AND GROOMING	Test 9 FUNCTIONAL SIGNS
1. F	1. F	1. T	1. F	1. T
2. F	2. F	2. F	2. F	2. F
3. F	3. F	3. F	3. T	3. F
4. T	4. F	4. T	4. F	4. T
5. F	5. F	5. T	5. T	5. F
6. F	6. F	6. F	6. T	6. F
7. F	7. T	7. T	7. F	7. F
8. T	8. F	8. F	8. F	8. F
9. F	9. T	9. F	9. F	9. T
10. F	10. F	10. T	10. T	10. F
11. F	11. F	11. T	11. F	11. F
12. T	12. F	12. F	12. T	12. F
13. T	13. T	13. F	13. F	13. T
14. F	14. T	14. F	14. F	14. F
15. T	15. F	15. T	15. F	15. F
16. T	16. T	16. F	16. T	16. T
17. F	17. F	17. T	17. F	17. T
18. F	18. F	18. F	18. T	18. F
19. F	19. T	19. T	19. T	19. T
20. F	20. F	20. T	20. F	20. F
21. F	21. F	21. F	21. F	21. F
22. F	22. F	22. F	22. F	22. 3 *
23. F	23. F	23. F	23. F	23. 1, 4 *
24. F	24. F	24. F	24. T	24. 1, 2, 3 *
25. F	25. F	25. F	25. F	25. 1, 2 *
26. T	26. F	26. F	26. T	26. 1, 2, 3 *
27. T	27. T	27. F		
28. F	28. F	28. T		
29. F	29. T	29. F		
30. T	30. F	30. F		
31. T	31. F			
32. F	32. Bot			
	33. Top			

* For these items, all parts must be correctly marked to receive 1 point.

Total Possible	32	33	30	26	26

SOCIAL AND PREVOCATIONAL INFORMATION BATTERY

CLASS RECORD SHEET— FOR HAND RECORDING SPIB

SCHOOL _____ DATE OF TESTING _____

CITY _____ TEACHER _____

STATE _____ GRADE OR LEVEL _____

Number of Items	PURCHASING HABITS 36	BUDGETING 33	BANKING 31	JOB RELATED BEHAVIOR 30	JOB SEARCH SKILLS 32	HOME MANAGEMENT 33	HEALTH CARE 30	HYGIENE AND GROOMING 26	FUNCTIONAL SIGNS 26	TOTAL BATTERY 277
NAME	Raw Score | %age Corr. / Percentile Rank	Raw Score | %age Corr. / Percentile Rank	Raw Score | %age Corr. / Percentile Rank	Raw Score | %age Corr. / Percentile Rank	Raw Score | %age Corr. / Percentile Rank	Raw Score | %age Corr. / Percentile Rank	Raw Score | %age Corr. / Percentile Rank	Raw Score | %age Corr. / Percentile Rank	Raw Score | %age Corr. / Percentile Rank	Raw Score | %age Corr. / Percentile Rank
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										

041/139

12										
13										
14										
15										
16										
17										
18										
19										
20										
GROUP AVERAGE										

1411/142

DIRECTIONS

Instructions for hand scoring the *Social and Prevocational Information Battery* are contained in Part 4 of the *Examiner's Manual*. Tables for converting Raw Scores to Percentage Correct Scores and Reference Group Percentile Ranks, the derived scores reported for SPIB, are in Part 5 of the *Examiner's Manual*.

To record students' scores resulting from testing with SPIB on this *Class Record Sheet*, follow the steps below:

1. **Score each test book.** Use the procedures recommended in Part 4 of the *Examiner's Manual*, and the conversion tables in Part 5. Record the results on the *Student Profile Sheet* found on the back cover of the hand-scorable test book.
2. **Transfer the scores for each student to the appropriate blocks above.** Ensure that Raw Scores are entered in the upper left cell, Percentage Correct Scores are entered in the upper right cell, and Reference Group Percentile Ranks are entered in the lower cell.
3. **Obtain Group Averages for each test and for the total battery.**
   a. Add together all the students' Raw Scores on each test (upper left cell) and divide the total by the number of students. This gives the Group Average Raw Score on that test. Enter this figure in the upper left cell on the row marked Group Average.
   b. Using the Group Average Raw Score for each test, refer to the appropriate table in Part 5 of the *Examiner's Manual* to convert to Group Average Percentage Correct and Group Average Percentile Rank. Table 3 should be used for Junior High level students and Table 4 for Senior High level students. Record these scores in the appropriate cells on the Group Average Row.
   c. Add together all the students' Total Battery Raw Scores and divide by the number of students to find the Group Average Total Battery Raw Score. Refer to Table 5 to convert this score to Group Average Percentage Correct and to the appropriate column (Junior High or Senior High) for the Group Average Percentile Rank.

When completely filled in, this *Class Record Sheet* can be an effective tool for instructional grouping of students by the teacher. By clustering similar scores on each test the teacher can implement an instructional program based on the needs of those students. Further information on how to use the data resulting from a testing with SPIB is contained in the *User's Guide*.

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Social and Prevocational Information Battery

CTB/McGRAW-HILL
DEL MONTE RESEARCH PARK
MONTEREY, CALIFORNIA 93940

SPECIAL EDUCATION TEST
FOR EMR JUNIOR AND SENIOR HIGH SCHOOL STUDENTS **(Available September 1975)**

PURPOSE

The *Social and Prevocational Information Battery* (SPIB) consists of a series of nine tests designed to assess knowledge of skills and competencies widely regarded as important for the ultimate community adjustment of educable mentally retarded (EMR) students. The nine tests are directly related to five long-range goals of work-study or work experience programs at the junior and senior high school levels:

Long-range Goals	SPIB Tests
Employability	Job-search Skills Job-related Behavior
Economic Self-sufficiency	Banking Budgeting Purchasing
Family Living	Home Management Physical Health Care
Personal Habits	Hygiene and Grooming
Communication	Functional Signs

Each SPIB test is based on several short-range program objectives that constitute building blocks toward the achievement of the long-range goals. SPIB tests do not measure all of the short-range objectives that compose a work experience program, but they do measure those objectives that most frequently occur and are important in social and rehabilitation programs for mildly retarded adolescents. The *Social and Prevocational Information Battery* thus satisfies the need for evaluative or assessment devices in programs for EMR students.

DESCRIPTION

SPIB tests are orally administered to groups not exceeding 20 persons with a student to adult ratio of 7:1 recommended. The response format is true-false or picture selection so that students are not penalized for reading deficiencies. The administration procedure meets the practical requirements of testing time, scoring ease, and group administration. There is one form and one level comprising 277 items.

Components will include a sixteen-page consumable **test book** in either a machine-scorable or hand-scorable edition; an **examiner's manual** with answer key; a **technical report** (available at a later date) containing validity and reliability data and reference group information; a **user's guide** explaining the interpretation and application of test results; and a **class record sheet** for maintaining records of individual and group progress. CTB/McGraw-Hill will machine score SPIB test results and present them in a **classroom report**, an **individual report**, and a **school or district summary report**, which will provide diagnostic, instructional, and evaluative information.

The *Social and Prevocational Information Battery* was developed and researched at the Research and Training Center in Mental Retardation at the University of Oregon. The development of SPIB and revisions during 1972 and 1973 were based on the test results of 1100 secondary EMR students in Oregon.

The preliminary psychometric properties of SPIB indicate that it is an effective device for screening, diagnosis, and program evaluation. Internal consistency and test-retest reliabilities are moderately high considering the broad domains measured and number of items per test. The use of teachers of secondary EMR students to develop objectives and evaluate items has enhanced the content validity of SPIB. Preliminary results from a predictive validity study lend support to the relationship between SPIB and postschool adaptation of EMR students. Another validity study is planned to determine the relationship between SPIB and community adjustment.

PRICING INFORMATION

SPECIMEN SET

Includes machine-scorable test book, hand-scorable test book, Examiner's Manual, User's Guide, and Class Record Sheet	$ 5.00 ea.

TEST BOOKS © 1975

Machine-scorable test books: package of 20 includes Examiner's Manual, User's Guide, and Answer Key	$19.00 pkg./20
Hand-scorable test books: package of 20 includes Examiner's Manual, User's Guide, Answer Key, and Class Record Sheet	15.00 pkg./20

ACCESSORIES

Additional Examiner's Manuals	$ 2.00 ea.
Additional User's Guides	1.00 ea.
Additional Class Record Sheets (for hand recording)	.35 ea.

SCORING SERVICES

Basic Service	
Includes original plus one copy of the Class Record Sheet	$ .55/student
Optional Services	
Individual Record Sheet	$ .10/student
Administrator's Summary	.03/student ($25.00 minimum per grade)

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